
1A/2J

Action

Ad Hoc Committee

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 individuals to recommend to the Commission for appointment to the COA and may recommend additional individuals as alternates. The Commission will consider persons recommended and make appointments.

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

Presenter: Cheryl Hickey, Administrator, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- 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 2018

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 Nominating Panel unanimously recommended six finalists to be interviewed by the Ad Hoc Committee of the Commission. The terms of three members will end on June 30, 2018 and will need to be filled. Two of these are K-12 positions and one is a postsecondary position. In addition, the Commission may also appoint any individuals for the Alternate List. In the event of an unanticipated vacancy on the COA, the Executive Director can 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, 2018 and extend through June 30, 2022.

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	
<p>Jomeline Balatayo English Language Development Teacher Palisades Charter High School <i>Term Ends June 30, 2019</i></p>	<p>Suzanne Borgese Education Specialist Placentia-Yorba Linda School District <i>Term Ends June 30, 2019</i></p>
<p>Anna W. Moore Regional Director II Educational Services Sonoma County Office of Education <i>Term Ends June 30, 2021</i></p>	<p>Gerard Morrison Teacher Long Beach Unified School District <i>Term Ends June 30, 2020</i></p>
<p>Kelly Skon District Coordinator Educational Services Saddleback Valley Unified School District <i>Term Ends June 30, 2018</i></p>	<p>James Webb Induction Director William S. Hart School District <i>Term Ends June 30, 2018</i></p>

Postsecondary Professionals	
Jose Luis Alvarado Dean California State University, Monterey Bay <i>Term Ends June 30, 2021</i>	Robert Frelly Director of Music Education Chapman University <i>Term Ends June 30, 2021</i>
Deborah Erickson Professor and Dean School of Education Point Loma Nazarene University <i>Term Ends June 30, 2019</i>	Margo Pensavalle Professor of Clinical Education Director of Evaluation and Accreditation University of Southern California <i>Term Ends June 30, 2018</i>
Cheryl Forbes Director of Teacher Education and Lecturer University of California, San Diego <i>Term Ends June 30, 2020</i>	Iris Riggs Professor Teacher Education and Foundations California State University, San Bernardino <i>Term Ends June 30, 2020</i>

The current alternate list for the COA is included in the chart below:

Current Alternates for the Committee on Accreditation

K-12 Professionals	
Amber Gascoigne St. Helena School District <i>Availability for Appointment ends June 2018</i>	Simone Simmons Stockton Unified School District <i>Availability for Appointment ends June 2020</i>
Leslie Young Anaheim City School District <i>Availability for Appointment ends June 2019</i>	
Postsecondary Professionals	
Sarah MacGregor Assistant Dean, Student Services and Assessment Santa Clara University <i>Availability for Appointment ends June 2021</i>	Lory Selby California Lutheran University <i>Availability for Appointment ends June 2020</i>
J. Kevin Taylor Director, School of Education Cal Poly, San Luis Obispo <i>Availability for Appointment ends June 2021</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 four K-12 continuing representatives are from the public school system. There is no requirement in statute or in Commission policy that a K-12 appointment must be a full time practicing educator, but the Commission may want to consider this factor in its making a determination about appointments to the COA.

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

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

The remaining K-12 membership on the COA includes three K-12 teachers and one county coordinator. Six of the nine remaining COA members are involved in a professional educator preparation program in some manner.

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

Many of the remaining postsecondary members serve in multiple roles for their institution. The remaining postsecondary membership on the COA includes two deans, a Director of Evaluation and Accreditation, a Director of Teacher Education, and two are Professors of Education. 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.”*

Of the continuing members, three are male and six are female. Of the three members whose terms are expiring, one is male and two are female. Seven of the nine continuing members are from Southern California and two are from Northern California. Of the three COA members whose terms are expiring, all 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 December 2017 in accordance with the provisions of the *Accreditation Framework*. Information and the nomination forms were made available on the Commission website. All nomination materials were due February 28, 2018.

Commission staff made 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. The Commission received a total of 9 applications for the COA - five from higher education and four from K-12.

Members of the Nominating Panel were chosen consistent with the language contained 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:

Nominating Panel Members Identified by the Commission	
Anne Jones , Assistant Vice Chancellor Chief of Staff, Division of Student Affairs University of California, Berkeley <i>Term Ends June 30, 2021</i>	Erick Casallas , Administrator Emerson Middle School Bakersfield City School District <i>Term Ends June 30, 2018</i>
Nominating Panel Members Identified by the COA	
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 the materials to the Nominating Panel. 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 and review the incumbent recommendations at this Commission meeting and recommend to the full Commission the selection of two K-12 members and one 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 2017: two K-12 vacancies and one postsecondary vacancy. The names and affiliation of the finalists identified by the Nominating Panel are provided in the table below. The application materials for each finalist are included in Appendix A.

Finalists for the Committee on Accreditation	
K-12 Finalists	Nominated by
Cynthia Amos College and Career Coach Los Angeles Unified School District	Sharon Valear Robinson Chief of Staff, LAUSD Board Member George McKenna
Katrine Czajkowski Program Manager Teacher Induction Sweetwater Union High School District	Amy Illingworth Director, Professional Growth Sweetwater Union High School District
Kelly Skon District Coordinator Saddleback Valley Unified School District	Tim Ellis Mathematics Teacher Saddleback Valley Unified School District
James Webb Induction Director William S. Hart Union High School District	Julie Sheldon Induction Coordinator Walnut Valley School District
Postsecondary Finalists	Nominated by
Cathy Creasia Director of Accreditation and Credentialing USC Rossier School of Education	Margo Pensavalle Professor of Clinical Education USC Rossier School of Education
J. Kevin Taylor Director, School of Education Cal Poly, San Luis Obispo	Dean Wendt Director, College of Science and Mathematics Cal Poly, San Luis Obispo

Staff Recommendation

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

- The appointment of one individual to assume the vacant postsecondary position on the COA
- The appointment of two individuals to assume the two vacant K-12 positions on the COA
- The appointment of any individual(s) to the COA Alternate List.

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

Appendix A

Nomination Materials from the Finalists

K-12

Cynthia Amos

Katrine Czajkowski

Kelly Skon

James Webb

IHE

Cathy Creasia

J. Kevin Taylor



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165
www.ctc.ca.gov

Professional Services Division

2018 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. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name *Cynthia Amos*
Position/Title *College and Career Coach*
Employer *LAUSD*
Business Address [REDACTED]
Business Telephone [REDACTED]
Business E-mail *cynthia.amos@lausd.net*

Nominator Information

Name *Dr. Sharon Valear Robinson*
Position/Title *Chief of staff, LAUSD Board Member Dr. George McKenna*
Employer *LAUSD*
Business Address *550 [REDACTED] Los Angeles CA 90017*
Business Telephone [REDACTED]
Business E-mail *sharon.v.robinson@lausd.net*

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on February 28, 2018.

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

Conscientious professional that works collaboratively, efficiently, and effectively • Successful instructional leader in designing instructional professional development to service the needs of all students • Proven record for building high functioning teams with positive results.

PROFESSIONAL EXPERIENCE

AUGUST 2017 – PRESENT

ALFRED B. NOBEL CHARTER MIDDLE SCHOOL, LDNW, LAUSD

College and Career Coach

- Facilitates professional development for principals, school teams, and teachers on intervention strategies, accessing technological resources accompanying the adopted ELA/ELD instructional material, and differentiated instruction utilizing the new ELA/ELD adoption.
- Provides targeted and differentiated support and coaching to teachers in intervention and research-based instructional strategies and accessing technological resources.
- Utilizes data on grades, attendance and behavior to guide dropout prevention and intervention efforts, including, but not limited to inaugural launch of Saturday Academy and after school targeted tutoring to meet the need of at-risk students, e.g. English Learners, Standard English Learners, Students with Disabilities, and Socioeconomically disadvantaged Students.
- Collaborates with Local District and school staff to plan and implement literacy/English language arts instruction, access strategies and multi-tiered systems of support for all at-risk students.
- Participated as Lead Reviewer, Commission on Accreditation Teams on behalf of the Board of Institutional Review, Commission on Teacher Credentialing, State of California that resulted in award of Full Accreditation to assigned Northern California School Districts.

FEBRUARY 2017 – JUNE 2017

HUMAN RESOURCES DIVISION, LAUSD

Specialist, Personnel Field

- Advised teachers, administrators and other LAUSD staff regarding personnel policies, procedures, and pay matters; articles of the District-UTLA Agreement; requirements of various consent decrees; and federal and state regulations related to employment which resulted in timely processing of Employee Leaves of Absence requests, Reconciliation of outstanding certificated payroll issues, and appropriate placement and hiring of certificated personnel.
- Analyzed Human Capital data and collaborated with local district administrators and principals to provide strategic staffing of LDNW elementary and secondary schools.
- Coordinated with other Human Resources offices including Employee Relations, Staff Relations, Certificated Performance Evaluation Support, Credentials Contract and Compliance Services, Recruitment and Selection, Administrative Assignments,
- Evaluated and provided feedback on the CalAPA and CalTPA Pilot programs to the Commission on Teacher Credentialing.
- Participated as Reviewer, Teacher Induction Program(s) Accreditation Team on behalf of the Board of Institutional Review, Commission on Teacher Credentialing, State of California that resulted in award of Full Accreditation and Accreditation with Stipulations, respectively, to assigned Northern California School Districts.

JUNE 2011 – FEBRUARY 2017

HUMAN RESOURCES DIVISION, LAUSD

Specialist, Beginning Teacher Growth and Development Induction (BTGDI) Program

- Observed and provided individualized guidance and support to identified beginning teachers using the FACT and FAS Induction Systems which resulted in acceleration of teachers' practice, implementation of Common Core, and other LAUSD Initiatives, enhanced student achievement and recommendation for issuance of the Professional Clear Teaching Credential.

- Wrote, facilitated, monitored, and evaluated professional development for BTGDI Mentors that led to an evidence-based model for Induction mentors to reflect upon and refine their mentoring practice that formed the basis for the current BTGDI Mentor Self-Reflection System.
- Coordinated presentations and meetings between BTGDI Program Administrator and Leadership team and LAUSD Board Members and Local District Staff and Administrators to facilitate clear, transparent, and timely communication between and among stakeholder groups.
- Collaborated as a Member, Teacher Induction Program(s) Accreditation Team, on behalf of the Board of Institutional Review, Commission on Teacher Credentialing, State of California that resulted in award of Full Accreditation or Accreditation with Stipulations to assigned Northern California School District Teacher Induction Programs.

JANUARY 2009 – JUNE 2011

AUDUBON MIDDLE SCHOOL, LAUSD

Instructional Specialist

- Evaluated certificated personnel and documented employee performance to ensure effective or highly effective teachers were placed in classrooms.

JULY 2006 – JANUARY 2009 OFFICE OF CURRICULUM, INSTRUCTION AND SUPPORT SERVICES, LAUSD

Specialist, English Language Arts

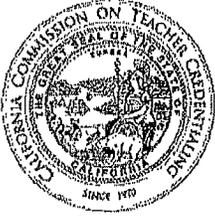
- Coordinated activities and personnel to calibrate Student Essay Exemplars of Secondary Periodic Assessment writing prompt responses used by 76 middle and 52 high schools in LAUSD.
- Facilitated activities to write, deliver, and facilitate District-wide professional development to Local District and School Site Administrators, Instructional Coaches, and teachers for teaching Instructional Guide content, administering and interpreting data from Periodic Assessments to inform teaching and learning to implement strategies and systems to increase student achievement.

EDUCATION

University of California, Irvine <i>Professional Clear Administrative Services Credential</i>	Irvine, CA
California State University, Los Angeles <i>MEd., Administration and Supervision</i>	Los Angeles, CA
California State University, Los Angeles <i>Preliminary Administrative Services Credential</i>	Los Angeles, CA
LAUSD District Intern Program <i>Professional Clear Single Subject Teaching Credential</i>	Los Angeles, CA
University of California, Los Angeles <i>B.A., English Literature</i>	Los Angeles, CA

PROFESSIONAL REFERENCES

- Derek Horowitz, Principal – Alfred B. Nobel Charter Middle School, 9950 Tampa Avenue, Northridge, CA 91324, dhorowit@lausd.net [REDACTED]
- Dr. Sharon Valear Robinson, Chief of Staff, Office of Dr. George McKenna, LAUSD Board Member, 333 S. Beaudry Avenue, 24th Fl., Los Angeles, CA 90017 sharon.v.robinson@lausd.net [REDACTED]



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165
www.ctc.ca.gov

Professional Services Division

Committee on Accreditation 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.

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.

Name Individual Signing this Agreement (please print or type):

Title: PRINCIPAL

Signature: *[Handwritten Signature]*

Phone: [Redacted]

Email: *dhorowitz@lausd.net*
dhorowitz@lausd.net

Please complete this information page and return to accreditation@ctc.ca.gov, or mail to: Commission on Teacher Credentialing, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: PSD. All application materials must be received by close of business **February 28, 2018**.

Ensuring Educator Excellence



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165
www.ctc.ca.gov

Professional Services Division

Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Cynthia Amos

K-12 or IHE

K-12

- School district
 County Office of Education
 Other _____

Institution of Higher Education

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

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

- Faculty
 Director of Teacher Education
 Associate Dean
 Dean
 Other _____

Region of California

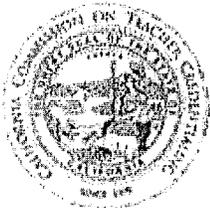
- Northern California
 Central Valley
 Inland Empire
 Bay Area
 Los Angeles Area
 San Diego Area

Voluntary Disclosure of Ethnicity

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

Please complete this information page and return to accreditation@ctc.ca.gov
by February 28, 2018.

Ensuring Educator Excellence



Commission on Teacher Credentialing

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Professional Services Division

2018 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. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name *Katrine Czajkowski*
Position/Title *Program Manager, Teacher Induction*
Employer *Sweetwater Union HSD*
Business Address *1130 Fifth Ave, Chula Vista CA 91911*
Business Telephone [REDACTED]
Business E-mail *Katrine.Czajkowski@Sweetwaterschools.org*

Nominator Information

Name *Amy Illingworth*
Position/Title *DIRECTOR, PROFESSIONAL GROWTH*
Employer *Sweetwater Union HSD*
Business Address [REDACTED]
Business Telephone *1130 FIFTH Ave, Chula Vista, CA 91911*
Business E-mail *amy.illingworth@Sweetwaterschools.org*

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on February 28, 2018.

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



Sweetwater Union High School District
Office of Leadership Development & Systems Innovation
Teacher Induction
1130 Fifth Avenue, Chula Vista, California 91911
(619) 585-6083

22 January, 2018

Dear Commission on Teacher Credentialing:

Nearly 30 years ago, I graduated from Georgetown University's Edmund A. Walsh School of Foreign Service with an interdisciplinary degree in International Politics (Science, Technology and International Affairs). I spent two years at the U.S. Naval Academy in Annapolis, MD en route to my undergraduate degree (leaving, as a woman, in 1988 because of limited service opportunities though I was in the top ten of my class). I say all this because I represent one of few people who left high school with five Advanced Placement scores of "5" and found a world of opportunity extended before me. I benefited from luck and privilege; though my mother was an immigrant to the United States, both my parents held advanced degrees. My public high school was innovative and challenging.

Why the Committee on Accreditation, then?

Unless a body of qualified educators oversees standards intended to advance opportunity and equity for ALL California students, factors like luck and privilege will continue to determine the futures of young people in our great state. We can't allow that. I learned early in my career that standards with consistent expectations of implementation are essential for a just educational system.

In 1991 I earned my teaching credentials (in math, English/language arts and history - all majors due to exams). For the next 28 years, I taught all those subjects in grades 7-12 in the San Diego South Bay area...and I learned more in my first five years of teaching than I did on the East Coast. My heart broke as students dropped out and my spirit soared as they became the first in their families to aspire to earn a college degree. I almost left education when injustice, bureaucracy and inequality loomed as obstacles no teacher could reasonably overcome on behalf of students she loved. Instead, I earned a Ph.D. from Claremont Graduate School and SDSU, studying with Alberto Ochoa, Antonia Darder and other courageous mentors who taught me why and how I must devote my life to producing positive systemic change on behalf of diverse young people with few advocates. I published articles and chapters in books; I presented at AERA, CABE and elsewhere. I learned about politics in order to leverage change.

After classroom teaching, I served as an instructional coach and curriculum specialist in the Sweetwater Union High School District. In these positions I learned how important the qualifications of classroom teachers are for the implementation of challenging content standards. I also realized the imperative of reasonable "tight/loose" applications of policy and regulations. Decisions at the State, District, School, and local/departmental levels all affect the quality of classroom teaching.

Ultimately, I'd like my primary contribution to CTC's Committee on Accreditation to be my lifelong commitment to reaching each student daily. Truly, behind all PSD newsletters and bulletins must be recognition that systems interact to expand or limit opportunity for kids. Our Local Control and Accountability system is a big step in the right direction because it communicates an expectation that local leaders can - and must - formulate important goals and track metrics that matter. Centralized

"Sweetwater Union High School District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics." SUHSD Board Policy 0410.



Sweetwater Union High School District
Office of Leadership Development & Systems Innovation
Teacher Induction
1130 Fifth Avenue, Chula Vista, California 91911
(619) 585-6083

accountability and support is critical if local plans are to achieve their promise. I see the COA as a critical engine pushing educator qualifications into alignment with student needs as we stride into the 21st century. Achieving its mission is no simple trick.

Today I serve the SUHSD in an administrative position as the Project Manager for Teacher Induction. In this capacity I have become well-acquainted with the accreditation process and have come to appreciate the vast and complex responsibility of honoring students by maintaining high standards for accreditation. Since I accepted an invitation to serve on the California Administrator Performance Assessment (CalAPA) Design Team in 2016, I've learned about how the work of the COA relates to legislation at various levels; I've gotten to know several members and admire their professional work. The COA seems made up of people from whom I would learn a great deal and to whom I could serve as a valuable resource.

I'd like to join the Committee on Accreditation because I'd like students, teachers, administrators and community members in my diverse Border region of California to have a voice in decisions that will bring about long-term changes for students in our State. These will include how special educators are certified to teach; ongoing accreditation of Induction programs must expect leaders to evidence application of Standards at a high level - in both word and spirit. We owe this to every young person in California. This work requires people with high ethical standards, both for themselves and for our system. We need creative team players who can listen, consider and thoughtfully respond.

In summary, I've led and followed others in a variety of contexts throughout my nearly 30-year career in education and believe this has prepared me well to serve on CTC's Committee on Accreditation. I've got content and pedagogical expertise in a variety of fields, as a teacher and administrator. I appreciate the work of the COA as someone whose program is subject to accreditation requirements. I am not interested in serving on the COA because I aspire to become my district's Superintendent one day; I'm interested in contributing my expertise, knowledge and passion to work I believe in. If selected, I will endeavor to keep students front and center, always.

Sincerely,

Katrine Czajkowski, Ph.D.
Program Manager, SUHSD Induction
Leadership Development and Systems Innovation
Katrine.czajkowski@sweetwaterschools.org

"Sweetwater Union High School District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics." SUHSD Board Policy 0410.

Katrine Czajkowski

katrine.czajkowski@sweetwaterschools.org

Education and Training:

- Ph.D.** (1999): **Policy Studies and Multicultural Education** (Claremont Graduate School & San Diego State University); dissertation focused on Secondary Mathematics Education
- M.A.** (1995): **Educational Leadership** (SDSU); Certificate of Eligibility for Administrative Services Credential
- California Professional Clear Single Subject Teaching Credential** (University of San Diego, 1990-1991): Mathematics (K-12), by exam; English (K-12), by exam; Social Studies (7-12), by exam;
California Clear Administrative Credential (SDSU/NCUSD, 2015-2017)
Language Development Specialist (LDS/CLAD): 1994
GATE/Advanced Placement certification: 1993
- B.S.F.S.** (1990): **International Politics** (Georgetown University); major: Science, Technology and International Affairs – Magna Cum Laude, Stephanie Waterman Scholar-Athlete Award
U.S. Naval Academy (1986-1988): Chemistry/English major, 3.66 GPA

Training:

- Next Generation Science Standards (NGSS) 2016, 2014
- iPad, Canvas, Data Director, Illuminate, Jupiter Grades (2014)
- Academic Literacy through Complex Texts (SDCOE, 2014)
- English Learners Accountability (CDE, 2013)
- California Common Core Standards (SDCOE) Math and Literacy (2012-14)
- Expository Reading and Writing Course (ERWC) (2006, 2008, 2012, 2014)
- Understanding by Design (2011, 2005)
- Professional Learning Communities (DuFour: 2007-2009)
- Data Director (SUHSD workshops and on-the-job training 2007-2008)
- Mentoring Matters (Laura Lipton: 2007-08)
- Grading for Learning (Stiggins/O'Connor: 2005, 2007)
- Cognitive Coaching (Tabor: 2004-2006)
- Quality Teaching for English Learners (Walqui/WestEd) – Trainer of trainers (2004)
- SDAIE/LDS certified; participated in GATE and Differentiated Instruction workshops

Professional Experience:

2015-present: Program Manager, Teacher Induction, SUHSD

Implement California Commission on Teacher Credentialing's Teacher Induction Standards

- Coordinate 67 experienced teachers to mentor 350 induction candidates
- Plan and lead professional development for variety of participants
- Assemble and submit variety of evidence of standards implementation

2012-2015: Lead Curriculum Specialist, SUHSD

Coordinate development and implementation of written, taught, and tested curriculum

- Develop, revise and disseminate Instructional Guides in four core content areas
- Coordinate development and implementation of Internal Assessments (Performance Tasks and Final Exams) in core content areas

Plan and lead professional development for all teachers in 44,000-student district

- Lead team of 12 District-level Curriculum Specialists (DCSs) to plan variety of workshops at district and zone levels

- Develop mission and core agendas for Site Curriculum Specialist workshops (12xyear)
- Collaborate with DCSs to lead full-day Common Core-based workshops for all core content-area teachers (36 per quarter for a total of 108 per year)
- Ensure representation for all content areas (Visual/Performing Arts, World Languages, Physical Education, Career-Technical Education, others) in district-level decisions

2009-2012: Resource Teacher, SUHSD Academic Support Team:

Collaborate with teachers and administrators in three schools to improve student achievement

- Guide professional learning community (PLC) work
- Provide demonstration lessons and curriculum
- Develop teacher leadership
- Lead coherence to school-wide initiatives through integration of district common language (academic language development, daily learning targets, checking for understanding)

Site-level Teaching Experience:

- 2003- 2009: Mar Vista High School: Classroom & Resource Teacher and Grant Director (English 9/10 Structured English Immersion and Co-Teach with Support, English 11, English 12, Crossroads, AVID, United States History, Geometry)
- 1998-2003: Chula Vista High School: Resource Teacher and Categorical Coordinator
- 1996-97: National University: CLD 625A&B – Cross-cultural Curriculum & Procedures
- 1992-1998: Mar Vista High School: Algebra, geometry, Algebra 2, Integrated math, English, social sciences
- 1998 SUHSD Teacher of The Year; Finalist for San Diego County Teacher of the Year
- 1992 Metro League Girls' Swimming Coach of the Year
- 1991-1992: Chula Vista High School: English 12, Algebra, Communications

Publications and Presentations:

- Presented at First Annual CTC Teacher Induction Conference, 2017 (Fresno, CA)
- Presented at Annual California STEAM Symposium; 2017, 2015 (San Francisco, CA)
- Presented at California Educational Research Association (CERA) conference, 2011 (Anaheim, CA)
- Presented at California Literacy Summit, 2010 (Los Angeles, CA)
- Presented at California Association of Bilingual Educators (CABE), 2010 (Long Beach, CA)
- "Commentary for 'Coaching in Mathematics: Teachers, Departments and Schools,'" *Stories from Schools: Case Studies of the California Academic Partnership Project*. Ed. Alice Kawazoe. Long Beach, CA: California Academic Partnership Project, 2009. Pages 152-157. Print.
- "Expect Success: Interventions beyond Remediation," *Stories from Schools: Case Studies of the California Academic Partnership Project*. Ed. Alice Kawazoe. Long Beach, CA: California Academic Partnership Project, 2009. Pages 108-131. Print.
- "Student Support," *Inside High School Reform: Making the Changes that Matter*. Ed. Jordan Horowitz. San Francisco, CA: WestEd, 2005. Pages 21-30. Print.
- "Course Offerings and Alignment," *Inside High School Reform: Making the Changes that Matter*. Ed. Jordan Horowitz. San Francisco, CA: WestEd, 2005. Pages 31-42. Print.
- "Teaching as an Act of Love: The Classroom of Critical Praxis," *Reinventing Paulo Freire: A Pedagogy Of Love*. Ed. Antonia Darder. Boulder, CO: Westview Press, 2002. Print.
- Presented at California Association of Bilingual Educators (CABE), San Francisco 2001
- Presented at American Educational Research Association (AERA) Convention, New Orleans 2000

Synergistic Activities:

2016 – present: Serve as member of California Administrator Performance Assessment Design Team (CalAPA)

2005 – present: Coordinate SDSU Math/Science Teaching Initiative (MSTI) Grant activities (Mar Vista High, Montgomery High and Montgomery Middle Schools):

Recruit, train and monitor performance of 25 college student tutors

- Provide ongoing professional development for MSTI participants
- Integrate MSTI efforts within context of ongoing school reform efforts at MVH
- Connect local MSTI efforts to SDSU and SUHSD

2005 – 2014: Direct CAPP (California Academic Partnership Project) Expository Literacy Grant focused on ELA PLCs

- Study implementation of the ERWC (Expository Reading and Writing Course)
- Develop and refine procedures for guiding PLCs (Professional Learning Communities)
- Develop and implement CFAs (common, formative assessments) based on college readiness expectations
- Develop and implement curricular materials and resources for improving preparation of teachers and students for proficiency in critical literacy
- “Backward map” expository literacy expectations via middle school pilot project at Kit Carson Middle school, Sacramento, CA

2006 – 2014: Serve as member of the California Department of Education’s Intersegmental Coordinating Committee (ICC) and other groups representing intersegmental articulation

- ICC is the programmatic arm of the California Educational Round Table (CERT). CERT is comprised of the chief executive officers of the educational sectors and the State’s long-range planning and coordinating agency.

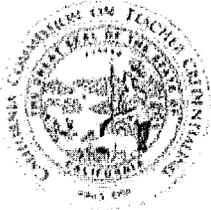
1998-2003: Synthesized use of resources at a diverse high school to provide, monitor and evaluate supplemental programs and services as Categorical Coordinator at Chula Vista High School (Chula Vista, CA)

- Supervise development and revision of annual CVH Site Plan to include guidance of School Site Council (Chair, 1999-2003), membership on School Leadership Team (1999-2003), and supervision of Coordinated Compliance Review (CCR) in 2003.
- Manage variety of categorical budgets (including Title I, EIA/LEP, M&M Dropout Prevention, Partnership Grants, and other supplemental funding)

Other Leadership Roles within the SUHSD:

- 2008 – 2010: Support SUHSD Curriculum Office as English/Language Arts Resource Teacher. Participated in planning, leading and disseminating records from ELA Curriculum, Instruction and Assessment (CIA) Team meetings during 2007-08 school year.
- 1996 – 2008: Support beginning teachers as BTSA2 Support Provider and SUHSD Mentor Teacher
- Developed course descriptions for new SUHSD UC/CSU a-g courses

References: Available upon request



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165
www.ctc.ca.gov

Professional Services Division

Committee on Accreditation Nominee Employer Agreement

Committee on Accreditation Nominee: *Katrine Czajkowski*
Nominee's Employer: *Sweetwater Union HSD*

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.

Name Individual Signing this Agreement (please print or type):

Title: *DIRECTOR, PROFESSIONAL GROWTH*

Signature: *Amy Illingworth*

Phone: [REDACTED]

Email: *amy.illingworth@sweetwaterschools.org*

Please complete this information page and return to accreditation@ctc.ca.gov, or mail to: Commission on Teacher Credentialing, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: PSD. All application materials must be received by close of business February 28, 2018.

Ensuring Educator Excellence



Commission on Teacher Credentialing

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www.ctc.ca.gov

Professional Services Division

Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Katrine Czajkowski
K-12 or IHE

K-12

- School district
- County Office of Education
- Other _____

Institution of Higher Education

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

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

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

Region of California

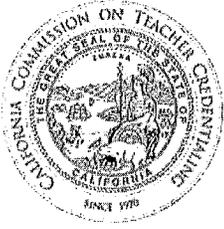
- Northern California
- Central Valley
- Inland Empire
- Bay Area
- Los Angeles Area
- San Diego Area (south)

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

2018 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. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name Kelly Skon

Position/Title District Coordinator

Employer Saddleback Valley Unified School District

Business Address 25631 Peter A. Hartman Way Mission Viejo, CA 92691

Business Telephone [REDACTED]

Business E-mail kelly.skon@svusd.org

Nominator Information

Name Tim Ellis

Position/Title Mathematics Teacher

Employer Saddleback Valley Unified School District

Business Address [REDACTED]

Business Telephone [REDACTED]

Business E-mail ellist@svusd.org

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on February 28, 2018.

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



Board of Education

Amanda Morrell, President · Suzie R. Swartz, Vice President ·
Dr. Edward Wong, Clerk · Dolores Winchell, Member · Dennis
Walsh, Member

Crystal Turner, Ed.D
Superintendent

February 28, 2018

Dear Commission on Teacher Credentialing,

It is with great excitement that I write this letter of interest for the position as a member of the Committee on Accreditation. The commitment of the Commission on Teacher Credentialing and the COA to meeting the needs of all California students and ensuring that all students have highly trained teachers are the reasons I am pursuing membership on the COA.

Throughout my educational career, my goal has always been to serve the students of California to the best of my ability. It is my hope that the California Commission on Teacher Credentialing will appoint me as a member of the Committee on Accreditation. My dedication to the field of education as well as my personal drive would be a valuable asset to the committee. Additionally, I would bring my appreciation for teamwork and collaboration to the committee; personal attributes that are cornerstones of my professional personality. I will bring all of my passion and skills to a position on the committee and would value the opportunity. I am committed to bringing a well-rounded perspective to the Committee on Accreditation through my current experience as a K-12 administrator.

I would like to thank you for taking time to read this letter as well as look over my curriculum vitae. I am an enthusiastic, competent, and confident educator, and an individual with passion for the field of education. Participating as a member of the Committee on Accreditation has been an honor for the past four years – I have sincerely appreciated the opportunity to impact the field of education as a member of the COA and eagerly apply to continue to serve in that capacity.

Enthusiastically,

A handwritten signature in cursive script that reads "Kelly Skon".

Kelly Skon

Kelly Skon

Education

- January 2016 Chapman University, Orange
Ph.D. in Education
Emphasis in Disability Studies
- May 2009 Vanguard University of Southern California
Master of Arts in Education
- May 2006 Chapman University
Bachelor of Science in Mathematics

Professional Credentials and Trainings

- May 2016 Instructional Rounds
Harvard Graduate School of Education
- May 2016 Curriculum & Instruction Academy
Association of California School Administrators
- July 2014 Azusa Pacific University
Preliminary Administrative Services Credential
- August 2011 California Commission on Teacher Credential
Board of Institutional Reviewers training
- January 2009 Project GLAD – 2 Day Input Training
- May 2007 Vanguard University of Southern California
SB2042 Single Subject Credential: Foundational Mathematics

Experience

- July 2015 – Present **District Coordinator - Grades 7-12 STEM/Literacy**
Responsible for all secondary STEM content areas and their effective integration into a rigorous standards based instructional program. Continuously designed and developed professional development for secondary teachers and administrators. Worked with the Director of Secondary Education to implement instructional rounds with administrators. Designed and facilitated a collaborative process to implement Common Core math pathways and NGSS courses with stakeholders to increase rigor and student access to UC “a-g” courses. Analyzed district-wide data to plan and implement support and interventions. Facilitated the PLC for the Assistant Principals of Curriculum and Guidance.

Kelly Skon
Kelly.skon@svusd.org

Volunteer Experience

April 2016 - Present

Concordia University, Irvine
School of Education
Credential Advisory Board Member

January 2016 - Present

Saddleback Valley Unified School District
BTSA/Induction Advisory Board Member

June 2014 – Present

California Commission on Teacher Credentialing – Committee on Accreditation

Serve as a member of the COA under the appointment of the Commission on Teacher Credentialing. As part of the COA each member is responsible for “deciding on the continuing accreditation of educator preparation institutions and programs, deciding on the initial accreditation of programs submitted by eligible institutions, and determining the comparability of national or alternative program standards with California standards of educator preparation” (<http://www.ctc.ca.gov/educator-prep/coa-about.html>).

June 2012 – September 2012

California Department of Education – SIMR Committee

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

Professional Strengths

- Research Methods
 - Research Design, Quantitative, Qualitative, and Mixed Methods
 - Statistical Analysis and the use of SPSS
- Assessment
 - Design, Implementation, Assessment Data Analysis
- Curriculum Development and Online Learning Systems
- Implementation of a Multi-Tiered System of Support for students

References

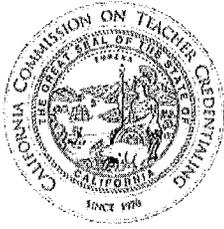
Laura Ott

Assistant Superintendent – Saddleback Valley Unified School District
[REDACTED]

Darlene Messinger

Assistant Superintendent – Laguna Beach Unified School District (Retired)
[REDACTED]

Kelly Skon
Kelly.skon@svusd.org



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165
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Professional Services Division

Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Kelly Skon

K-12 or IHE

K-12

- School district
- County Office of Education
- Other _____

- 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

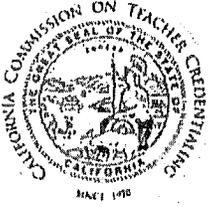
- African American
- Asian American
- Caucasian
- Hispanic/Latino
- Native American
- Pacific Islander
- Southeast Asian
- Decline to State

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by February 28, 2018.

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AHC 1A/GS 2J-27

April 2018



Commission on Teacher Credentialing

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Professional Services Division

Committee on Accreditation Nominee Employer Agreement

Committee on Accreditation Nominee:

Nominee's Employer:

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Name Individual Signing this Agreement (please print or type):

Title: Ron Pirayoff

Signature:

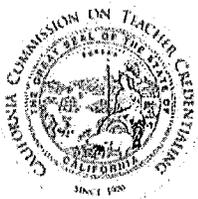
Phone:

██████████

Email: ronald.pirayoff@svusd.org

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Commission on Teacher Credentialing

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Professional Services Division

2018 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. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name James Webb
Position/Title Induction Director
Employer William S. Hart Union High School District
Business Address [REDACTED]
Business Telephone [REDACTED]
Business E-mail jwebb@hartdistrict.org

Nominator Information

Name Julie Sheldon
Position/Title Induction Coordinator
Employer Walnut Valley School District
Business Address [REDACTED]
Business Telephone [REDACTED]
Business E-mail jsheldon@wvusd.k12.ca.us

Return to accreditation@ctc.ca.gov

All nomination materials are due at the Commission by 5 pm on February 28, 2018.

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 29, 2018

Dear Committee on Accreditation,

I am applying for the ability to continue my service on the Committee on Accreditation to assist the Commission on Teacher Credentialing with its efforts to ensure quality educator preparation for 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 to continue my role on the COA, 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 at 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 Induction from the perspective of a participating teacher, support provider, and now Induction Director. I continue to provide support to teachers as a Mentor 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.

Currently, I am serving as a K-12 representative for the COA. In addition to this assignment, I am also a member of the Administrator Performance Assessment Task Group, which I have worked with since 2016. In both roles, I have come to appreciate and respect the high standards that the CTC has for educator preparation programs as we continue to serve the communities and children of California.

In 2015, 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.

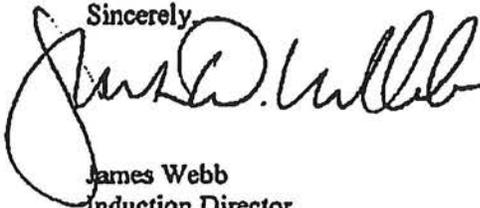
During my first year as Induction Director and the year leading up to this role, I participated in cluster meetings that called for the articulation with colleges and universities on issues related to teacher preparation in California. We worked together in think tanks around teaching quality that could 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 continue to represent the K-12 community in California to ensure that universities and agencies offer the best programs to maintain 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 continue 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 continue my service 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 continue my 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 California Commission on Teacher Credentialing.

EXPERIENCE

8/8/2011 TO PRESENT PAR Center Santa Clarita, CA
CONSULTING TEACHER/HART 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 and administrators
- Present issues related to diversity and equity to Induction candidates at advisement cohorts
- Administer the operations of the Hart Teacher and Administrator Induction Program
- Report to the Assistant Superintendent of Human Resources on issues related to budget, mentors, administrative coaches, training, and state requirements for teacher and administrator 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



Commission on Teacher Credentialing

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Professional Services Division

Committee on Accreditation Nominee Employer Agreement

Committee on Accreditation Nominee:

Nominee's Employer:

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Name Individual Signing this Agreement (please print or type): Vicki Engbrecht

Title: Superintendent

Signature: Vicki Engbrecht

Phone: [REDACTED]

Email: vengbrecht@hartdistrict.org

Please complete this information page and return to accreditation@ctc.ca.gov, or mail to: Commission on Teacher Credentialing, 1900 Capitol Avenue Sacramento, CA 95811 ATTN: PSD. All application materials must be received by close of business **February 28, 2018**.

Ensuring Educator Excellence



Commission on Teacher Credentialing

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www.ctc.ca.gov

Professional Services Division

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 _____

Institution of Higher Education

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

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

- Faculty
 Director of Teacher Education
 Associate Dean
 Dean
 Other _____

Other Induction 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 February 28, 2018.

Ensuring Educator Excellence



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 327-2967 Fax (916) 327-3165
www.ctc.ca.gov

Professional Services Division

2018 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. In addition, I verify that I have obtained the nominee's permission to make this nomination.

Nominee Information

Name Dr. Cathy R. Creasia

Position/Title Director of Accreditation and Credentialing

Employer USC Rossier School of Education

Business Address 1150 South Olive Street, Suite 2123 Los Angeles, CA 90015

Business Telephone [REDACTED]

Business E-mail creasia@rossier.usc.edu

Nominator Information

Name Margo T. Pensavalle Ed.D.

Position/Title Professor of Clinical Education

Employer USC Rossier School of Education

Business Address 1150 South Olive Street, Suite 2128 Los Angeles, CA 90015

Business Telephone [REDACTED]

Business E-mail pensaval@usc.edu

Return to accreditation@ctc.ca.gov

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1. Letter of interest from the nominee (2 page limit)
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3. Nominee demographics information
4. Employer agreement form

Ensuring Educator Excellence

USC Rossier

February 28, 2018

Cathy R. Creasia Ed.D
Director of Accreditation and Credentialing
USC Rossier School of Education
1150 S. Olive Street Suite 2123
Los Angeles, CA 90015

Committee on Accreditation
Professional Services Division
California Commission on Teacher Credentialing
1900 Capitol Avenue Sacramento, CA 95811

Attention COA Nominating Committee;

Thank you for this opportunity to submit my application to serve with the Committee on Accreditation. I have recently served in many initiatives that I consider to be relevant in the efforts to ensure rigorous and high quality preparation of educators for our schools. The following record of experiences are those I consider to be the most pertinent in my ability to contribute to and serve on the COA.

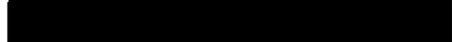
I have a deep understanding and appreciation of the current educational context for our teacher candidates, teaching both Guided Practice and Introductory courses in Education Specialist preparation programs at 2 major Universities. I am also a credential analyst and intimately acquainted with the accountability of qualifications and standards for candidates and programs. As a participant of two collaborative research efforts I am committed to collaboration and quality research in identifying and promoting best practices in teacher preparation. Deans for Impact is a national collaborative effort that is exploring common indicators of educator preparation effectiveness across different types of education preparation programs. The LAEPP is a regional collaborative effort in partnership with a major local school district in exploring effectiveness of various university educator preparation pathway/program types.

Having been selected and serving on many collaborative teams to help promote and ensure best practices in teacher preparation, I feel that I can be a valuable committee member. I consider my strengths to be an ability to build bridges between diverse groups of people in efforts to build and enhance the existing social capital within a context. I will execute this work with a collaborative attitude, fidelity, and scholarly expertise. Thank you for your consideration,

Sincerely,



Cathy R. Creasia Ed.D
Director of Accreditation and Credentialing
USC Rossier School of Education


creasia@rossier.usc.edu

DR. CATHY R. CREASIA



MISSION

To promote a pedagogy of diversity with the goal of enabling teachers to increase educational outcomes for students in urban settings through distinctive instructional leadership and research that will enable change in policies and/or organizational systems in order to maximize each individual student's educational outcomes, success and quality of life.

AREAS OF RESEARCH

- ❖ Urban Education, School Site Organizational Alignment, and Special Education

Professional Organizations and Appointments;

- Deans for Impact (Feb 2017 – present)
- Environmental Charter Schools Board of Directors (Aug 2017 – present)
- Los Angeles Educators Pathways Partnership (Feb 2017- present)
- Credential Counselors & Analysts of California (CCAC) (Nov. 2016-present)
- USC Rossier School of Education Data Literacy Task Force (Feb. 2017-Aug 2018)
- CCTC Education Specialist Preliminary Credential Work Group (Sept. 2016-Aug 2017)
- USC Rossier School of Education Diversity Task Force (Sept. 2016-Aug 2017)

EXPERIENCE IN EDUCATION

University of Southern California (USC) Rossier School of Education

June 2017-present

- Director of Accreditation and Credentialing
- Credential Analyst
- Professor: Rossier Master of Arts in Teaching (MAT) Program EDUC 577 Guided Practice: Mild/Moderate

July 2015 – May 2017 (Rossier MAT Program)

- Credential Analyst and Project Specialist for Accreditation and Evaluation
- Professor: EDUC 574 Collaboration, Families and Case Management, EDUC 577 Guided Practice: Mild/Moderate Disabilities, Co-taught EDUC 573 Introduction to Special Education (Fall Semester 2012)

Brandman University

May 2016- present

- Professor: EDUU 511 Collaboration for Inclusive Schooling

LAUSD Education Specialist Teacher (2003-2015)

Fall 2014 – June 2015 Barack Obama Global Preparation Academy Los Angeles, CA

- Reed/Investment School Mentor Teacher
- Member of Positive Behavior Support (PBS) committee
- Instructor 6-8th Grade ED Special Education Multiple Subject Self Contained Class

2013/2014 ISIC West

- Secondary Special Education Teacher specializing in Math intervention

2006/2013 Crenshaw High School Los Angeles, CA

- College and Career Academy Lead Teacher & Learning Center Intervention Specialist
- Special Education Department Chair

2010/2012

- College and Career Academy Learning Center Teacher and Math Intervention Specialist

2009/2010

- Special Education Department Chairperson
- 9th Grade Academy Learning Center & Co Teaching Coordinator
- Summer School Special Education Coordinator
- 9th Grade Academy RSP Teacher

2008/2009

- 9th Grade Academy Algebra SDC, Math intervention / Standardized Test Prep

2007/2008

- Algebra and Geometry SDC, Math intervention / Standardized Test Prep

2007/2006

- Algebra, Geometry and Life Skills SDC, Math intervention / Standardized Test Prep
- Curtiss Middle School Math and Science

Upland Unified School District & Chino Unified School District, CA

8/99-10/2001

EXPERIENCE IN BUSINESS AND COMMUNITY SERVICE

Bean N Bead Sun City, CA 1/2001-6-2002

- Entrepreneur/Owner/Manager

Trinity UMC Pomona, CA 3/97-11/98

- Part Time Director of Youth Ministries

EDUCATION, CREDENTIALS & HONORS

5/2014 University of Southern California Los Angeles, CA

- **Educational Doctorate in Educational Leadership (EdD)**; Teacher Education in Multicultural Societies (TEMS)

Dissertation: The Dynamics of Instructional Leadership & Organizational Structure in High Performing Urban Schools

Rossier EdD Dissertation of the Year Nominee May 2014

The Carnegie Project on the Education Doctorate Dissertation in Practice Award Nominee June 2014

Rossier EdD Mentor 2013-2014

Member of Veteran Teacher Panel for USC Rossier MAT Spring Culmination 2014

USC Spring 2014 Scholars Research Symposium Presenter

2011/2012 & 2012/2013

- Dr. Verna B. and Peter W. Dauterive Endowed Scholarship Recipient

2011/2012 & 2013/2014

- California Teachers Association Martin Luther King Jr. Memorial Scholarship Recipient

12/2009

- Completed **VPSS Math** with LAUSD

8/2003-6/2006 LAUSD District Intern Los Angeles, CA

- LAUSD Special Education Credentialing Program

- **CLAD** Certificate

- **Special Education California Clear Teaching Credential**

6/2003-8/2003 LAUSD Teaching Fellows Los Angeles, CA

- Credential Preparation/CSET Multiple Subject

4/1998 University of Southern California Los Angeles, CA

- **Master's Degree** in Marketing & Entrepreneurship from USC Marshall School of Business

- USC Graduate/Professional Award for Excellence in scholarship, leadership and service to the community.

- USC Dr. Steven B. Sample Presidential Fellowship Participant: Chosen by the Leadership Institute and required to further develop leadership skills by developing and implementing a project benefiting the LA community. Fellows spent 4-6 hours per week on each project. Students submit a final written report and also give presentations throughout the year; working in a classroom at Manual Arts HS where we supervised students in writing and producing an original Theatrical Play and a project in Japan studying business practices of a small non-indigenous community.

- BC McCabe Foundation Fellowship Participant/Student Administrator. As a member of a group of MBA students recruited to organize and implement academic enrichment programs for at risk teens. After being one of the Fellows, I was chosen by the Foundation Trustee and the USC Faculty Administrator to act as the Student Administrator of the program.

- Performed at Carnegie Hall in New York as a member of the Windsong Chorale

5/1989 CSULB Long Beach, CA

- **Bachelor's Degree** in Marketing with a Minor in African American Studies

- Member of the Nike Coast Track Team and participant in the Olympic Trials in the 200m dash and the Triple Jump.



Commission on Teacher Credentialing

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Professional Services Division

Committee on Accreditation Nominee Employer Agreement

Committee on Accreditation Nominee:

Nominee's Employer:

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Name Individual Signing this Agreement (please print or type): Kathy Stowe, Ed.D.

Title: Professor of Clinical Education
Associate Dean for Academic Programs

Signature: 

Phone: 

Email: kstowe@rossier.usc.edu

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Ensuring Educator Excellence

AHC 1A/GS 2J-39

April 2018



Commission on Teacher Credentialing

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www.ctc.ca.gov

Professional Services Division

Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Dr. Cathy R. Creasia

K-12 or IHE

K-12

- School district
- County Office of Education
- Other _____

Institution of Higher Education

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

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

- Faculty
- Director of Teacher Education
- Associate Dean
- Dean
- Other Director of Accreditation and Credentialing
Adjunct Faculty

Region of California

- Northern California
- Central Valley
- Inland Empire
- Bay Area
- Los Angeles Area
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Professional Services Division

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Nominee Information

Name	John Kevin Taylor
Position/Title	Director, School of Education
Employer	California Polytechnic State University, San Luis Obispo
Business Address	School of Education, Cal Poly, 1 Grand Avenue, San Luis Obispo, CA 93407-0389
Business Telephone	805-756-6585
Business E-mail	jktaylor@calpoly.edu

Nominator Information

Name	Dean Wendt
Position/Title	Dean of the College of Science and Mathematics
Employer	California Polytechnic State University, San Luis Obispo
Business Address	Cal Poly, 1 Grand Avenue, San Luis Obispo, CA 93407-0389
Business Telephone	805-756-6585
Business E-mail	jktaylor@calpoly.edu

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Ensuring Educator Excellence

Commission on Teacher Credentialing
1900 Capitol Avenue,
Sacramento, CA 95811



January 8th 2018

Dear Sir/Madam;

I am writing to affirm my interest in serving on the CTC Committee on Accreditation (COA), I have secured the support of my Dean who is nominating me for this position. I am currently Director of the School of Education at California Polytechnic State University (Cal Poly), San Luis Obispo. I have worked in teacher educator at Cal Poly for the past 18 years, initially as a professor in Kinesiology and more recently as an administrator. I enjoy the daily challenge of running Cal Poly's School of Education and feel ready to serve the State as member of this important committee.

My education and experience have prepared me to make a contribution as part of this committee, I have a doctoral degree in physical education teacher education and 24 years of experience in teacher education across two institutions. After some early career roles in which I assumed leadership and administrative responsibility, I have now been working as an administrator for the past five years. Although there are aspects of teaching that I miss, I use my years in the classroom as a filter for administrative decision-making and take every opportunity to interact with students and embrace their perspectives.

As a professor, I have always been committed to blending my teaching, scholarship and service; some of my most rewarding and productive work has come from finding ways to blend all three aspects of my work into a single project. At Cal Poly, I have been honored by university wide awards for my teaching and scholarship and I have been honored by my local community for my advocacy work for people with disabilities. These awards speak to the fact that others recognize my ability to blend different perspectives in my work, and my capacity to bring this to my service on the COA.

Collaboration has been a hallmark of my career; I have collaborated on numerous projects at Cal Poly with colleagues in all 6 academic colleges. In particular, I have collaborated with colleagues in Cal Poly's College of Engineering to supervise multi-disciplinary teams of students to design and build equipment for people with disabilities to participate in sport and Physical Activity. We have completed over 60 projects and trained several hundred engineering students to use inclusive engineering principles. These projects were innovative and novel when we started but similar projects are now widespread since our research and practices illustrated the power of these applied learning experiences. In the context of accrediting teachers, this collaborative work in Engineering has given me a deep appreciation for STEM education and working with people who have contrasting professional backgrounds to my own.

As professionals we define ourselves by our actions, if we purport to be moral and ethical we must behave accordingly. I pride myself on behaving in accordance with my beliefs and commitments both personally and professionally. Personally and professionally I live to help others, I am a creative and energetic individual who is driven to pursue quality, I am a steadfast team player and I

am thoroughly committed to continuous personal and professional growth. Life is about constantly striving to improve oneself, not with an ego orientation of comparison to others, but with a task orientation of striving for continuous improvement; a growth mindset. I am comfortable and effective in administration roles drawing from personal experience and best practice principles to lead my team in making wise decisions.

I am excited by the possibility of joining the Committee On Accreditation, I am confident that I would be a good fit with your needs. My experience in the CSU, my education, experience and commitment to teamwork and collaboration have prepared me well to make a solid contribution. I would welcome your feedback and would be happy to answer your questions. Thank you for your consideration.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "J. Kevin Taylor". The signature is stylized and written in a cursive-like font.

J. Kevin Taylor, Ph.D.

CTC Committee on Accreditation
Statement of Qualifications
J. Kevin Taylor, Ph.D.
Director, School of Education



I have been engaged in teacher education in the CSU since arriving in California in the autumn of 1999, first as a faculty member, then as a Department Chair, and now as Director of the School of Education at Cal Poly. I am privileged to be in the position of representing such a fine group of colleagues engaged in such important work. The following summary of my academic career serves as a statement of my qualifications to serve on the Committee on Accreditation.

Contact Information

California Polytechnic State University,
San Luis Obispo, CA 93407-0386
E-mail: <jktaylor@calpoly.edu>



Professional Goals

To bring the full weight of my experience to bear on increasing the capacity of the School of Education through (1) promoting and supporting **Collaboration**; (2) a steadfast focus on **Student Success**, and (3) a commitment to **Connectedness**, ensuring our students, faculty and programs are connected to the broader educational context.

Education

1994 Ph.D. Teacher Education, Physical Education. University of South Carolina
1990 M.S. Physical Education, Central Washington University
1986 B.A. Sports Studies, Northumbria University Newcastle, England

Professional Work Experience

1999-Present Cal Poly, San Luis Obispo. Currently **Director, School of Education** (2015-Present)
Assistant Professor 1999-2004; Associate Professor 2004-2009; Full Professor 2009-Present; Kinesiology Department Chair 2011-2015
1993-1999 Tenured Associate Professor of Physical Education Pedagogy, University of Northern Colorado. **Administrative positions held:** Physical Education Coordinator; Outdoor Education Coordinator; and Undergraduate Coordinator.
1991 Middle School Physical Education Teacher, Mapelwood Middle School, England.
1988-1989 High School Physical Education Teacher, Harlington Upper, England.

Honors & Accomplishments
(Since 2001)

2015 Learn By Doing Scholar Award – California Polytechnic State University
2010 Distinguished Teaching Award – California Polytechnic State University
2004 Paul Wolff Accessibility Advocacy Awards – Individual Honor Award Recipient
2001, 2002 & 2003 President’s Award for Innovation in Service, President of Cal Poly

Professional Presentations Summary

Society of Health and Physical Educators (SHAPE) National & Regional Conventions – 25 times *as of 2014*; SHAPE State Association Conferences – 26 times *as of 2014*
National Adapted Physical Education Conference (NAPEC) – 9 times *as of 2014*
National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) National Convention, 3 times *as of 2011*
Other National Professional Conference Presentations - 14 times *as of 2012*

Recent Publications

Hey, D., Slivovsky, L., Self, B., Widmann, J., and **Taylor, J.K.**, (2014), “Learning Design through the Lens of Service: A Qualitative Study,” International Journal for Service Learning in Engineering, Vol. 9, No 1.
Self, B., Widmann, J., Slivovsky, L, **Taylor, J. K.**, and Hey, D.,(2013), “Adapted Physical Activity Design Projects: A Collaboration Between Kinesiology and Engineering,” ASEE Annual Conference Proceedings.
Slivovsky, L., Widmann, J., Self, B., **Taylor, J.K.**, and Hey, D. W., (2012) “Why the Human Connections Formed Through Service-Learning Matter,” ASEE Annual Conference Proceedings.

Taylor, J.K (2012). Follow Your Passion. Sports N Spokes Magazine, November 2012.
Taylor, J. Kevin, Kramer, D., Pebworth, K., & Werner, P.H. (2010) **Geocaching: School and Community**. Human Kinetics Publishers, Champaign, IL.

Recent Grants

"Engineering Inclusion: Empowerment through Interdisciplinary Capstone Design Projects for Living, Learning, Working & Playing" November 2014 (Proposal # 7529277). Submitted to the National Science Foundation (NSF) General and Age Related Disabilities (GARD) program. *Under Review*

Slivovsky, L.A., Hey, D. Self, B.P., Widmann, J., & Taylor, J.K (2010) *Effects of Adapted Physical Activity Design Projects on Attitudes and Learning* (award # 1062297) Submitted to the National Science Foundation (NSF) NSF-EAGER program; **Funded for \$27,999**
The grant is an assessment grant that builds on Access by Design grant.

"Access by Design: Capstone Projects to Promote Adapted Physical Activity" April 2008. Submitted to the National Science Foundation (NSF) Research to Aid People with Disability (RAPD) program. **Funded for \$125,000**

"High Tec Bowling Device for Wheelchair Users" Maurer, C. & Taylor, J.K. Submitted to Bavaria California Technology Center (BaCaTeC). April 2007. **Funded for €9000**

Professional Organizations

American Association for Colleges for Teacher Education (AACTE)
Society of Health and Physical Educators (SHAPE)
California Association for Health Physical Education, Recreation and Dance, (CAHPRED)
National Association for Kinesiology in Higher Education (NAKHE)

References

Dr. Dean Wendt, Dean
College of Science and Mathematics
California Polytechnic State University, San Luis Obispo, CA 93407
Email: dwendt@calpoly.edu Telephone: [REDACTED]

Dr. Mary Pedersen, Associate Vice Provost for Academic Programs
Academic Programs Office,
California Polytechnic State University, San Luis Obispo, CA 93407
Email: mpederse@calpoly.edu Telephone: [REDACTED]

Dr. Camille O'Bryant, Associate Dean
College of Science and Mathematics
California Polytechnic State University, San Luis Obispo, CA 93407
Email: cobryant@calpoly.edu Telephone: [REDACTED]

Additional references and letters of recommendation available upon request.



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Professional Services Division

Committee on Accreditation Nominee Employer Agreement

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Nominee's Employer: California Polytechnic State University, San Luis Obispo

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Name Individual Signing this Agreement (please print or type):

Title: Dr. Dean Wendt, Dean of the College of Science and Mathematics

Signature:

Phone:



Email:

dwendt@calpoly.edu

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- 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
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- Los Angeles Area
- San Diego Area
- Other: Central Coast

Voluntary Disclosure of Ethnicity

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- Decline to State

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