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# 1B/3J

## Action

### *Ad Hoc Committee/General Session*

### **Interview, Recommendation, and Appointment of Members for the Committee on Accreditation**

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**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.

**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.

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## Interview, Recommendation, and Appointment of Members for the Committee on Accreditation

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### 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, 2019 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, 2019 and extend through June 30, 2023.

### 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><b>Cynthia Amos</b> College and Career Coach Los Angeles Unified School District <i>Term Ends June 30, 2022</i></p>	<p><b>Jomeline Balatayo</b> English Language Development Teacher Culver City High School <i>Term Ends June 30, 2019</i></p>
<p><b>Suzanne Borgese</b> Education Specialist Placentia-Yorba Linda School District <i>Term Ends June 30, 2019</i></p>	<p><b>Katrine Czajkowski</b> Program Manager, Teacher Induction Sweetwater Union High School District <i>Term Ends June 30, 2022</i></p>
<p><b>Anna W. Moore</b> Principal Olivet Elementary Charter School <i>Term Ends June 30, 2021</i></p>	<p><b>Gerard Morrison</b> Teacher Long Beach Unified School District <i>Term Ends June 30, 2020</i></p>

<b>Postsecondary Professionals</b>	
<b>Jose Luis Alvarado</b> Dean California State University, Monterey Bay <i>Term Ends June 30, 2021</i>	<b>Cathy Creasia</b> Director of Accreditation and Credentialing Rossier School of Education University of Southern California <i>Term Ends June 30, 2022</i>
<b>Deborah Erickson</b> Professor and Dean School of Education Point Loma Nazarene University <i>Term Ends June 30, 2019</i>	<b>Robert Frelly</b> Director of Music Education Chapman University <i>Term Ends June 30, 2021</i>
<b>Cheryl Forbes</b> Director of Teacher Education and Lecturer University of California, San Diego <i>Term Ends June 30, 2020</i>	<b>Iris Riggs</b> 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**

<b>K-12 Professionals</b>	
<b>Simone Simmons</b> Stockton Unified School District <i>Availability for Appointment ends June 2020</i>	<b>James Webb</b> Induction Director William S. Hart School District <i>Availability for Appointment ends June 2022</i>
<b>Kelly Skon</b> District Coordinator Educational Services Saddleback Valley Unified School District <i>Availability for Appointment ends June 2022</i>	<b>Leslie Young</b> Anaheim city School District <i>Availability for Appointment ends June 2019</i>
<b>Postsecondary Professionals</b>	
<b>Sarah MacGregor</b> Assistant Dean, Student Services and Assessment Santa Clara University <i>Availability for Appointment ends June 2021</i>	<b>J. Kevin Taylor</b> Director, School of Education Cal Poly, San Luis Obispo <i>Availability for Appointment ends June 2022</i>
<b>Lori Selby</b> California Lutheran University <i>Availability for Appointment ends June 2020</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 a College Career Coach, a Program Manager, one Principal and one teacher. 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 one Dean, a Director of Accreditation and Credentialing, two Directors of Education, and a Professor 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. All three members whose terms are expiring 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 2018 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, 2019.

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 12 applications for the COA - four from higher education and eight 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:

<b>Nominating Panel Members Identified by the Commission</b>	
<b>Anne Jones</b> , Assistant Vice Chancellor Chief of Staff, Division of Student Affairs University of California, Berkeley <i>Term Ends June 30, 2021</i>	<b>David Simmons</b> , Assistant Superintendent Human Resources Goleta Union School District <i>Term Ends June 30, 2023</i>
<b>Nominating Panel Members Identified by the COA</b>	
<b>Caryl Hodges</b> , Dean Notre Dame de Namur <i>Term Ends June 30, 2020</i>	<b>Barbara L. Howard</b> , Executive Director Riverside County Office of Education <i>Term Ends June 30, 2023</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 2019: 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.

<b>Finalists for the Committee on Accreditation</b>	
<b>K-12 Finalists</b>	<b>Nominated by</b>
<b>Jomeline Balatayo</b> English Language Development Instructional Coordinator/Teacher Culver City High School	Cheryl Forbes Director of Teacher Education University of California, San Diego
<b>Suzanne Borgese</b> Education Specialist/Teacher Placentia Yorba Linda Unified School District	Anna Moore Principal Piner-Olivet Union School District
<b>Martin Martinez</b> Director SCOE School of Education Sacramento County Office of Education	Steven Winlock Executive Director, SCOE School of Education Sacramento County Office of Education
<b>Paola Suchsland</b> Teacher Placentia Yorba Linda Unified School District	Nancy Watkins Assistant Professor California State University, Fullerton
<b>Postsecondary Finalists</b>	<b>Nominated by</b>
<b>Mike Hillis</b> Dean, Graduate School of Education California Lutheran University	Deborah Erickson Dean, School of Education Point Loma Nazarene University
<b>Lisa Kirtman</b> Dean, College of Education California State University, Fullerton	Aimee Nelson Director, Center for Careers in Teaching California State University, Fullerton

**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**

Jomeline Balatayo

Suzanne Borgese

Martin Martinez

Paola Suchsland

#### **IHE**

Mike Hillis

Lisa Kirtman



## Commission on Teacher Credentialing

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

Professional Services Division

### 2019 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 *Jomeline D. Balatayo, PhD*  
Position/Title *ELD and English 10 Honors + ELD Instr. Coordinator*  
Employer *Culver City High School*  
Business Address *4401 Elenda St., Culver City, CA 90230*  
Business Telephone *310-842-4200*  
Business E-mail *jomeline.balatayo@ccusd.org*

#### Nominator Information

Name *Cheryl Forbes, EdD*  
Position/Title *Director of Teacher Education*  
Employer *University of California San Diego*  
Business Address *9500 Gilman Drive, La Jolla, CA 92093-0070*  
Business Telephone *858.534-1686*  
Business E-mail *cforbes@ucsd.edu*

Return to [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov)

**All nomination materials are due at the Commission by 5 pm on February 28, 2019.**

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 14, 2019

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811

Dear Members of the Commission,

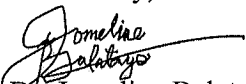
I am re-applying for the K-12 educator position in the Committee on Teacher Accreditation (COA) because I find this work critical to safeguarding the quality of public education in our state. I am deeply passionate about K-12 schools and the education/training of certificated teachers and personnel. As a current member of the COA, I have actively participated in the development and oversight of state accreditation policy and procedures and helped oversee the conduct of institutional reviews. Having a seat at this important table gave me more experience and a better understanding of the professional accreditation process, particularly in helping determine the effectiveness of teacher education programs in preparing public school educators for their intended credential areas.

Given my knowledge and expertise as researcher, K-12 teacher, and teacher educator, I am eager to continue making significant contributions to the Commission on Accreditation. My dual experience in teaching in the K-12 and university levels provides me with invaluable insight in knowing how to successfully merge educational theory with praxis. I actively use my Ph.D. expertise and practical experience as a high school teacher to understand and navigate the accreditation and educational policy process.

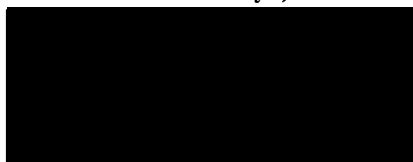
Currently, I teach two classes of English Language Development (Newcomer ELD and ELD 2/3 combo) and three sections of English 10 Honors at Culver City High School. Aside from my full teaching load, I also hold the position of ELD Instructional Coordinator at our school site. As a graduate of the Ph.D. program in the Gevirtz Graduate School of Education at UC Santa Barbara, I specialized in Language, Literacy, and Composition Studies with an interdisciplinary focus in Applied Linguistics. My research focus and passion for teaching and learning opened new opportunities for me in the field of teacher education. While pursuing my doctorate, I taught Language Acquisition and Development for the Masters in Education/Elementary Teaching Credential program at Antioch University, Santa Barbara, and for the Masters of Arts in Education TESOL Pathway program at Pepperdine University. I was also a former Policy Committee volunteer and Co-Chair of the Graduate Student Caucus of the California Council on Teacher Education. These positions allowed me to interact, learn from, and share ideas with Education faculty, fellow graduate students, and seasoned practitioners in the field. As such, I feel that my continued involvement in the COA will help fulfill this body's mission of contributing to excellence to California public education well into the 21st Century. I look forward to continuing to work with my fellow colleagues in developing accreditation policies and procedures, conducting institutional reviews, and determining accreditation decisions.

If you are seeking a candidate who is hardworking, disciplined and shows pride in her work, please consider what I have to offer. Thank you in advance for your time and kind consideration.

Yours truly,

  
Dr. Jomeline Balatayo

**Jomeline Balatayo, Ph.D.**



**EDUCATION**

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

**HONORS**

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- 2014 Nominated for the Dissertation Award, California Council on Teacher Education
- 2013 Nominated for the President's Dissertation Fellowship, University of California, Santa Barbara Graduate Division
- 2012 University Fellow, South Coast Writing Project, University of California, Santa Barbara

**CERTIFICATES AND CREDENTIALS**

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

**GRANTS AND SCHOLARSHIPS**

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- 2018 Keeping History Alive Grant, Helen & Will Webster Foundation
- 2013 Humanities and Social Sciences Research Grant, UCSB Graduate Division
- 2013 AERA Division C (Teaching and Learning) Graduate Student Mentoring Fellowship
- 2013 Graduate Student Support Program, California Council on Teacher Education
- 2012 University Fellow, National Writing Project
- 2010-2014 Block Grant, UCSB Gevirtz Graduate School of Education Fellowship Committee
- 2006 Jeanne Dowd Scholarship, USC Rossier School of Education Scholarship Committee
- 2005 Ruth Thayer Endowed Scholarship, USC Board of Counselors

**K-12 CLASSROOM TEACHING AND LEADERSHIP EXPERIENCE**

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- 2016-present **English Teacher: Culver City High School**
- Teaches Newcomer English Language Development (ELD); ELD 1; ELD 2/3 combo, and English 10 Honors
  - Designs, develops, and teaches a differentiated, multi-tiered reading and writing curriculum that effectively addresses the needs of diverse English learners at different grade and language proficiency levels
  - Delivers and intensive college-preparatory English curriculum that successfully prepares highly motivated 10<sup>th</sup> grade students for the rigors of Advance Placement (AP) courses in grades 11 and 12
  - Provides students with rigorous and challenging lessons that target critical thinking; inquiry; and basic to advanced level composition skills, including vocabulary, syntax, and concept development.
- ELD Instructional Coordinator: Culver City High School**
- Supports administration and faculty members in identifying, designing, and implementing appropriate research-based ELD resources, including professional development supports and curricula aligned with the Common Core and California ELD Standards
  - Provides appropriate assessment and instructional support to identify student capabilities and monitor student progress on a regular basis through data analysis and problem solving
  - Engages in campus and district-wide professional development opportunities to continuously enhance EL student and faculty support
- 2014-2016 **English Language and 12<sup>th</sup> Grade Teacher, Palisades Charter High School**
- Taught Advanced ELD, Intermediate ELD, Newcomer ESL; 12<sup>th</sup> Grade Expository Composition and Literary Analysis/Modern Literature
  - Designed, developed, and taught challenging classes that incorporated analytic reading, writing, and speaking techniques in alignment with the Common Core standards
- 2005-2007 **Program Coordinator and Instructor, Pen Pal Project: University of Southern California Joint Educational Project and the African Millennium Foundation**
- Designed and taught the program's entire core curriculum
  - Organized mini-courses on college admission, financial aid, and local community service endeavors
  - Collaborated with USC Joint Education Project Directors and African Millennium Foundation (AMF) staff
  - Mentored diverse 8<sup>th</sup>-11<sup>th</sup> grade students from Downtown Los Angeles

## UNIVERSITY-LEVEL TEACHING EXPERIENCE

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

## PROFESSIONAL EXPERIENCE

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

## RESEARCH EXPERIENCE

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- 2011-2014 **Primary Investigator: University of California, Santa Barbara**  
Supervised by Dr. Richard Durán, Gevirtz Graduate School of Education, University of California, Santa Barbara
- Conducted a three-year microethnographic study that investigated a teacher's instructional practices for making the subject content accessible to English Language Learners in a 9<sup>th</sup> grade Specially Designed Academic Instruction in English (SDAIE) Earth Science class in a Southern California high school
  - Effectively managed a \$2,000 grant that led to the successful implementation and publication of an award nominated research study
  - Led and trained a research team of four undergraduate research assistants
  - Obtained, coded, and analyzed raw data for publication
- 2011 **Directed Research Assistant: University of California, Santa Barbara**  
Supervised by Dr. Richard Durán, University of California, Santa Barbara Co-Principal Investigator and Dr. Anita Hernandez, New Mexico State University
- Assisted in the development of a 3-year research grant proposal on academic vocabulary acquisition to the Institute for Education Sciences (IES) English Language Learner research program
  - Obtained and analyzed school data to be included in file reports

## PROFESSIONAL SERVICE

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- 2015-Present **Committee on Accreditation Member: California Commission on Teacher Credentialing**
- Participates in the process of determining the continuation of accreditation of teacher education programs and institutions, and the initial accreditation of programs submitted by eligible institutions in the state
  - Helps determine the comparability of national or alternative program standards with California standards of educator preparation
  - Assists in the process of enacting institutional reviews involved in the accreditation process.
- 2013-2014 **Graduate Student Representative: California Council on Teacher Education**
- Charged with disseminating information about leadership/service opportunities
  - Acted as liaison between Graduate Student Members and CTE Executive Board members
  - Responsible for seminar/special events and logistics
- 2013-2014 **Volunteer: Policy Committee, California Council on Teacher Education**
- Attended policy meetings during conference proceedings
  - Took notes of legislation pertinent to the organization's core interests

Balatayo Resume 2

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

- Assisted the President with internal operations and communications and supported Vice President of Finance and Records in maintaining the public file
- Assisted in event planning and logistic and disseminated GSAE News Updates via list serves and social media

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**PEER-REVIEWED PUBLICATIONS**

Balatayo, J. (2015). Making science relevant: An investigation of SDAIE methods in action. *Teacher Education & Practice*, 28(2-3), 351-371.

Balatayo, J. (2014). *A microethnographic discourse analysis of long-term English language learners (LTELLs) in a 9th grade specially designed academic instruction in English (SDAIE) earth science classroom* (Doctoral Dissertation). Retrieved from ProQuest Dissertations Publishing. (UMI No. 3645608).

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**PEER-REVIEWED PRESENTATIONS**

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

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

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

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

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

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

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

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

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

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**INVITED PRESENTATIONS**

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

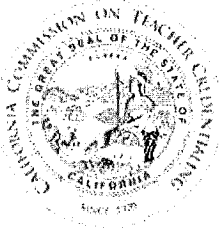
Balatayo, J. (2013, January). Guest Speaker, *SDAIE and research in your classroom*, Culver City High School, Culver City, California.

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

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**IN-SERVICE WORKSHOPS**

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



## 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: DR. Jomeline Balafayo

Nominee's Employer: DR. Lisa Cooper

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

Title: Principal

Signature: [Handwritten Signature]

Phone: [Redacted]

Email: lisacooper@dcusd.org

Please complete this information page and return to [accreditation@ctc.ca.gov](mailto: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, 2019**.

Ensuring Educator Excellence



## Commission on Teacher Credentialing

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Professional Services Division

### Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Dr. Jomeline Balatayo

K-12 or IHE

#### K-12

- School district
- County Office of Education
- Other \_\_\_\_\_

- 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

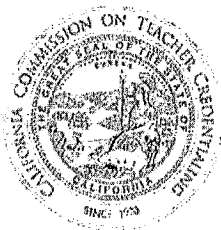
#### Voluntary Disclosure of Ethnicity

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

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by February 28, 2019.

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## **Commission on Teacher Credentialing**

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www.ctc.ca.gov

*Professional Services Division*

### **2019 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: Suzanne Borgese  
Position/Title Teacher/Education Specialist  
Employer Placentia Yorba Linda Unified School District  
Business Address 5200 Via De La Escuela  
Yorba Linda, Ca 92887  
Business Telephone 714-9867400  
Business E-mail sborgese@pylusd.org

#### **Nominator Information**

Name Anna Moore  
Position/Title Principal  
Employer Piner-Olivet Union School District  
Business Address 3450CoffeyLane Santa Rosa, CA 95403  
Business Telephone 707-522-3045  
Business E-mail amoore@pousd.org

*Ensuring Educator Excellence*

To: The Commission on Teacher Credential

February 14, 2019

From: Suzanne Borgese


Re: Letter of Interest

I truly appreciate the opportunity to be considered to serve a second term on the Committee on Accreditation. Since about 2005, I have participated in many facets of the credentialing process, including being an Induction Mentor and Induction Advisory Board member, a member of the BIR during which I participated in numerous Initial Program Reviews, Program Assessments and Site Visits, collaborating on the Ed Specialist Credential Work Group and being a member of the COA. I have learned a great deal from all of these experiences. In addition, I feel that being a classroom teacher gives me a 360 degree view of the credentialing process and the ongoing need for fine tuning and streamlining the sequence while maintaining the rigor to ultimately provide our schools with the most well prepared educators possible.

My perspective of the strength and productivity of the COA is that our members come from different backgrounds, geographic locations and professional positions which facilitates coming together and considering different points of view. Ultimately, we come to consensus with decisions that strengthen and maintain state standards for the teaching profession.

Some of the improvements in the credentialing process that I have been most gratified by, as an educator, are an emphasis on inclusiveness, UDL and diversity. If I am fortunate enough to continue to serve, I look forward to being part of this important process and working with the incredible credentialing staff members.

Thank you,

  
Suzanne Borgese

## Resume

Suzanne W. Borgese  
Education Specialist , Mild/Moderate

### Professional Profile

#### *Employment*

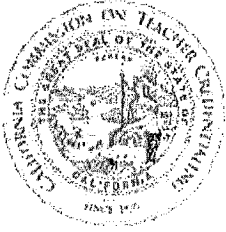
1998-Present- Education Specialist, Travis Ranch K-8 School, PYLUSD

#### *Professional Responsibilities*

- Travis Ranch School Special Education Department Chair - 2000 to present
- Superintendent's Teacher Advisory Committee PYLUSD - 2004 to present
- Beginning Teacher Induction and PAR Mentor PYLUSD - 2005 to present
- PYLUSD Induction Advisory Board-2005 to present
- California Commission on Teacher Credentialing Board of Institution Reviewers Volunteer - Sacramento, CA - 2008 to June 2015
- Member of Stakeholder Team, PYLUSD Advantage Strategic Plan 2013
- Member of PYLUSD SST Task Force, 2014
- Member of PYLUSD Math Textbook Adoption Task Force 2014 to present
- California Commission on Teacher Credentialing Committee on Accreditation member- July 2015 to present.
- PYLUSD Teacher of the Year 2016-17
- CTC Special Education Credential Work Group 2017-18

#### *Education and Certifications*

PYLUSD Certificated Leadership Seminar 2017-18  
Education Specialist, Mild/Moderate Added Autism Authorization  
Orange Unified School District , Orange, CA 2012  
Assistive Technology Assessment Certification  
CA Diagnostic Center, Los Angeles, CA 2009  
Education Specialist, Mild/Moderate Clear Level II Credential  
California State University Fullerton, Fullerton, CA 2000  
Education Specialist, Mild/Moderate Intern Credential  
California State University Fullerton, Fullerton, CA 1998  
Bachelor of Arts Social Science  
Southern Methodist University, Dallas, TX. 1971



## **Commission on Teacher Credentialing**

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www.ctc.ca.gov

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):**

*Candy Plahy*

**Title: Deputy Superintendent Placentia Yorba Linda Unified School District**

**Signature:**

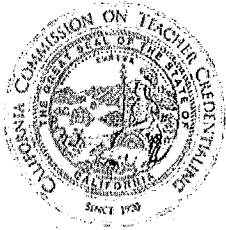
*Candy Plahy*

**Phone:** [REDACTED]

**Email: cplahy@pylusd.org**

Please complete this information page and return to [accreditation@ctc.ca.gov](mailto: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, 2019**.

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## Commission on Teacher Credentialing

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Professional Services Division

### Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee: Suzanne Borgese

#### K-12 or IHE

##### K-12

School district

- County Office of Education  
 Other: Placentia Yorba Linda Unified

- Teacher  
 Site Administrator  
 District/County Office Administrator  
 Associate Superintendent  
 Superintendent  
 Other \_\_\_\_\_

##### Institution of Higher Education

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

- Faculty  
 Director of Teacher Education  
 Associate Dean  
 Dean  
 Other \_\_\_\_\_

#### Region of California

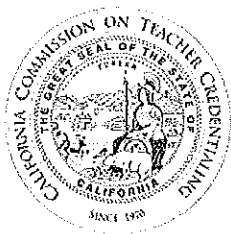
- Northern California  
 Central Valley  
 Inland Empire  
 Bay Area  
 Los Angeles Area  
 San Diego Area

#### Voluntary Disclosure of Ethnicity

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

Please complete this information page and return to [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov)  
by February 28, 2019.

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## **Commission on Teacher Credentialing**

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*Professional Services Division*

### **2019 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. Martin Martinez**

Position/Title: **Director, SCOE School of Education**

Employer: **Sacramento County Office of Education**

Business Address: **10474 Mather Blvd., Mather, CA 95655**

Business Telephone: **916-228-2258**

Business E-mail: **mmartinez@scoe.net**

#### **Nominator Information**

Name: **Dr. Steven Winlock**

Position/Title: **Executive Director, SCOE School of Education**

Employer: **Sacramento County Office of Education**

Business Address: **10474 Mather Blvd., Mather, CA 95655**

Business Telephone: **916-228-2612**

Business E-mail: **swinlock@scoe.net**

Return to [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov)

**All nomination materials are due at the Commission by 5 pm on February 28, 2019.**

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*

# Sacramento Office of Education County

MAILING: P.O. Box 269003, Sacramento, CA 95826-9003

PHYSICAL LOCATION: 10474 Mather Boulevard, Mather, CA

(916) 228-2500 • www.scoe.net

February 26, 2019

David W. Gordon  
Superintendent

California Commission on Teacher Credentialing

BOARD OF EDUCATION

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President

Joanne Ahola  
Vice President

Heather Davis

Harold Fong, M.S.W.

Paul A. Keefer, MBA, Ed.D.

Bina Lefkowitz

Karina Talamantes

To Whom This May Concern:

It is with great enthusiasm that I write this letter of interest in serving on the California Commission on Teacher Credentialing's (CTC's) Committee on Accreditation (COA). As an experienced educational leader, I have long been passionate about supporting and developing our state's strongest professional educators in order to best serve the unique needs of California's students across our educational system. As a member of the COA, I would be able to focus that commitment to students through the accreditation process and by supporting the Commission's vision for quality educator preparation.


Over the course of my career, I have had the honor to earn my teaching and administrative credentials through California institutions of higher education (IHE) and then serve as a teacher and site leader in diverse school settings and contexts. Each experience allowed me to support high quality education, first in the classroom and then as a site leader. After leaving the principal position, I moved to the Sacramento County Office of Education (SCOE) where I served for four years as Director for Teacher Induction in the SCOE School of Education (SOE). In this position, I led a large induction consortium that served over 25 school districts, charter and private school programs. During my tenure in teacher induction, I had the opportunity to co-lead our site visit for accreditation under the 2015 standards and then to lead our program in moving to new induction standards that streamlined the process and increased the focus on evidence-based program and candidate outcomes. Through this process I saw how the accreditation process supports continuous improvement for programs and embraces the process as part of a continuous improvement cycle. Currently, I facilitate the Bilingual Teacher Professional Development Program (BTPDP) grant in supporting more teachers in earning their bilingual authorization, collaborating closely with seven school districts, CSU Sacramento and Loyola Marymount University to ensure candidates have the skills they need to meet the requirements for the bilingual authorization. Through this work I am able to see a different aspect of the educator preparation system and it has increased my desire to impact the accreditation system at a different level.

Within the SCOE School of Education, I support all of our credentialing programs which include a teacher intern program, Preliminary Administrative Services Credential Program (PASCP) and the Clear Administrator Services Credential Program (CASCP). I lead our accreditation efforts for the SOE and recently facilitated the writing of the "Preconditions" for all of our educator preparation and induction programs. I currently serve as a faculty member in the PASCP program and as a coach in the CASCP program. This experience has supported my understanding of the impact accreditation and quality preparation programs have on our state's educational professionals. The work has inspired me to continue to expand my impact across the educator certification system.

I currently serve as a member of the Board of Institutional Reviewers (BIR), served as co-lead of the CISC Teacher Development Subcommittee for three years, served as Professional Learning Coordinator for Cluster 1's regional network of teacher preparation and induction programs and serve as a member of the Capital Region Induction Network (CRIN). These opportunities to support the statewide system of educator preparation have fueled my desire to serve as a member of the COA in order to continue to positively effect educator preparation.

My experience as a professional educator across critical areas of California's PK-12 public education system, experience supporting charter and private schools, and work with IHE's has prepared me to serve as a COA member in an effective and balanced manner. As a professional educator, I have always focused first on the needs of students, I look forward to continuing that focus as a member of the COA.

Sincerely,



Martin (Marty) Martinez, Ed.D.  
Director, SCOE School of Education

## Martin E. Martinez

### Education

- Drexel University 2012-2015  
*Doctorate of Education- Educational Leadership*
  - Dissertation Title: Paths to The Principalship, Perceptions of Latino Leaders
  
- California State University, Sacramento 2002-2004  
*Master of Arts, Educational Leadership*  
  
*Administrative Services Credential* 2002-2003  
*Multiple Subject Teaching Credential* 1987-1989  
*Bachelor of Arts, Liberal Studies* 1984-1987
  
- D.School, Institute of Design at Stanford Summer 2018  
Teaching and Learning Studios

### Professional Experience

- Director, School of Education, Sacramento County Office of Ed. 2015-Present  
Founded the SCOE Principals' Academy 2018-Present
  - Created leadership development program for current site principals
  - Focus on developing leadership beyond the preliminary and clear administrative service credential professional learning
  - Curriculum organized around CPSELs with focus on supporting students and staff in areas of equity, organizational learning, Special Education, Early Learning, English Learners/Bilingual Education and Career Education
  - Support principals in developing Problems of Practice through use of Improvement Science tools and Design Thinking strategies  
Lead the Bilingual Teacher Professional Development Program (BTPDP) 2018-Present
  - Partner with 7 local school districts, CSU Sacramento, Loyola Marymount University and WestED to support teachers in earning their bilingual authorization, develop pedagogy to support more effective instruction of primary language, build foundations for stronger EL programs in districts and capacity for bilingual/Dual Immersion programs in Capital Region  
Faculty, SCOE Preliminary Administrative Services Credential Program 2016-Present
  - Teach various modules within CPSELs to aspiring administrators
  - Support development and implementation of CalAPA assessments for program candidates  
Clear Administrative Services Program Coach 2015-Present



- Coach current clear candidates over two years to support continuous improvement and growth in their leadership through reflective coaching conversations and practical application of the CPSELs through context-based practicums

Board of Institutional Review (BIR) 2017-present  
 ○ Member of BIR including participation in Program Review, Common Standards Review, Site Visit Team Member

Adjunct Faculty, University of the Pacific 2016-Present  
 Doctorate in Educational Leadership  
 ○ Applied Inquiry I- foundational research methods  
 ○ Leading Complex Organizations- leadership theory and leading change in the 21<sup>st</sup> Century  
 ○ Leading Innovation- leading through times of change and developing effective change strategies through innovation and design thinking

Capital Region Induction Network (CRIN) Member  
 ○ Regional panel of intern, administrative and teacher induction programs with goal of strengthening regional pathways for educational professionals from preparation programs to classroom and site leadership

CISC Teacher Development Subcommittee Co-lead 2016-2018

Director- SCOE Teacher Induction Program 2015-2018  
 ○ Supported program of 800 teachers and 350 mentors in transition to new Teacher Induction Standards and grew program by 30% to include teachers and mentors from 25 districts/programs throughout CA  
 ○ Created online Teacher Induction program to meet needs of rural teachers and mentors that now serves 140 teachers and their mentors through a hybrid model that includes face to face and online instruction  
 ○ Revamped mentor training modules in SCOE TI to a research-based model that supported practical needs and context of each teacher's classroom  
 ○ Supported SCOE TI team in developing relevant instructional strategies to more effectively support mentors and teacher candidates  
 ○ Grew SCOE Teacher Advisory council to represent a cross-section of districts, school programs and added multiple IHEs to support stronger system between teacher preparation programs, school districts and teacher induction  
 ○ Teacher Induction Mentor- 2015-2016- supported two teachers through induction program to clear credential  
 ○ Led Site Visit Review for Teacher Induction program under 2015 teacher induction and administrative credentialing program standards  
 ○ Cluster 1 Teacher Induction Leadership Team- participated as a member of the leadership team for content development and transition to new induction standards for Cluster 2016-2018  
 ○ Led writing of new preconditions for School of Education credentialing programs

Principal, Arnold Adreani and Maeola R. Beitzel Elementary Schools, Elk Grove Unified School District, April, 2007-2015. *Educational leader for large preK-6<sup>th</sup> grade elementary schools in south Sacramento*

- *Member of Transfer and Reassignment Committee in HR*
- *Member of Instructional Coach Planning Committee Curriculum and Professional Learning Department 13-14*
- *Member, English Language Development Task Force 13-14*
- *Member Elementary Leadership Team 2012-2015*

Teacher, Sacramento City USD, Elk Grove USD 1989-2002

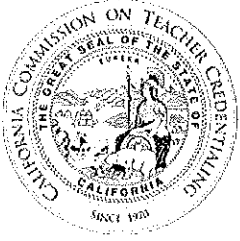
- *Taught in self-contained general education classrooms for grades 3, 5 and 6*

Co-President, EGUSD Chapter of the California Association of Bilingual Educators (CABE), 2007 to 2012. *Served as co-president of the Elk Grove Unified Chapter of CABE, our mission is to serve the bilingual community with a focus on building links to school and parents and recruiting a more diverse teaching force*

On-line Principal Coach- Sacramento County Office of Education (SCOE), 2011 to 2015- *worked with SCOE Leadership participants who are pursuing their K-12 preliminary administrative credential in an on-line coaching format where we review practical scenarios and current research related to educational leadership*

### **Professional Presentations**

- Accountability Leadership Institute 2018
- *Presented progress and data around implementation of the Capital Region Bilingual Teacher Professional Development Program grant implementation and offered strategies for districts and COE's to develop and more effectively support bilingual education and dual immersion programs*
- CISC Conference
- *Coaching for Impact- workshop presentation on effective coaching models for intern and induction programs* 2017
- California Teacher Induction Conference 2017
- *Micro-credentialing as a Means to Individualizing Professional learning in Teacher Induction*
- ACSA Annual Conference- 2015
- *"Is That Common Core"- focus on developing leaders understanding of effective instructional strategies aligned with CCSS*



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*Professional Services Division*

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**Nominee's Employer: Sacramento County Office of Education**

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**Name Individual Signing this Agreement (please print or type): Dr. Steven Winlock**

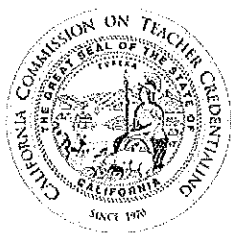
**Title: Executive Director, SCOE School of Education**

**Signature:** 

**Phone:** 

**Email: [swinlock@scoe.net](mailto:swinlock@scoe.net)**

Please complete this information page and return to [accreditation@ctc.ca.gov](mailto: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, 2019**.



## Commission on Teacher Credentialing

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Professional Services Division

### Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Martin E. Martinez

#### K-12 or IHE

##### K-12

- School district
- County Office of Education
- Other \_\_\_\_\_

- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Other \_\_\_\_\_

##### Institution of Higher Education

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

- Faculty
- Director of Teacher Education
- Associate Dean
- Dean
- Other \_\_\_\_\_

#### Region of California

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

#### Voluntary Disclosure of Ethnicity

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

Please complete this information page and return to [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov)  
by February 28, 2019.

Ensuring Educator Excellence



# Natomas Charter School

LEADING EDGE ACADEMY • PERFORMING AND FINE ARTS ACADEMY • VIRTUAL LEARNING ACADEMY • PACT ACADEMY • STAR ACADEMY

4600 Blackrock Drive, Sacramento, CA 95835

Phone: (916) 928-5353 Fax: (916) 928-5333

February 26, 2019

California Commission on Teacher Credentialing

To whom this may concern:

It is with great pleasure that I write this letter in support of Dr. Martin (Marty) Martinez's application to serve on the California Commission on Teacher Credentialing's (CTC's) Committee on Accreditation (COA). Marty is an experienced educator with strong practical knowledge in the development of quality professional certification programs. He would serve the COA well.

I have worked with Marty over the past four years in his capacity as a director in the Sacramento County Office of Education's (SCOE) teacher induction program and then as founder of SCOE's Principals' Academy. In fact, as a member of SCOE's School of Education Advisory Committee, I was on Marty's initial interview when he applied for the SCOE Induction Director position four years ago. A well-respected principal for many years in Elk Grove, it was clear from the beginning that Marty's field experience as a school principal and leadership coach would enhance the professional development programs at the county. Marty has a facile understanding of the CSTPs and CPSELs and how these professional standards should be carried out at the school level by teachers and principals. He also understands the importance of ensuring that credentialing programs meet high standards, and that they must ultimately result in well-trained, caring professionals who understand how to support a diverse student body and ensure of equity and access for all students.

A review of Marty's impressive vitae illustrates his vast experiences and expertise in critical areas of California's K-12 public education system, including curriculum and instruction, special education, English Learners, bilingual education and college and career preparation. Moreover, Marty is a kind, thoughtful and articulate person. He works collaboratively with everyone. If he were to serve on the COA, he would be fair, balanced and focused foremost on the needs of students.

I give Marty my strongest recommendation. If you have any additional questions, please do not hesitate call me at (916) 416-4828 or by e-mail at [tsun@natomascharter.org](mailto:tsun@natomascharter.org).

Sincerely,

Ting L. Sun, Ph.D.  
Co-Founder/Executive Director  
Member, California State Board of Education  
Former Chair, California Commission on Teacher Credentialing

[WWW.NATOMASCHARTER.ORG](http://WWW.NATOMASCHARTER.ORG)

## Administration

Ting L. Sun, Ph.D.  
Co-Founder/Executive Director

Charlie Leo  
Co-Founder

Addie L. Ellis, Ed.D.  
Student Services Director

Anita Schwab  
Finance and Budget Director

Joe Wood  
Instructional Technology and  
Assessment Director

Tracy Chatters  
PACT Academy Coordinator

Matthew DeMerit  
Performing and Fine Arts Academy  
Coordinator

Amanda Goldman  
Leading Edge Academy  
Coordinator

Amy Kahler  
Star Academy Coordinator

Kirsten Spall  
Virtual Learning Academy  
Coordinator

## Board of Directors

Paul Heseck, Chairperson  
Community Representative

Peggy Wheeler, Secretary  
Community Representative

Jo Anna Davis  
Community Representative

Karen Harding-Davis  
Parent Representative

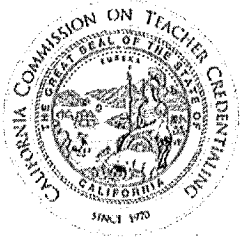
Priti Merchant  
Parent Representative

Jennifer Morgan  
Parent Representative

Timothy Nally  
Parent Representative

Phil Nanni  
Community Representative

Ashante Norton  
Parent Representative



## **Commission on Teacher Credentialing**

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

[www.ctc.ca.gov](http://www.ctc.ca.gov)

*Professional Services Division*

### **2019 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 : Paola Suchsland  
Position/Title : Teacher  
Employer : Placentia Yorba Linda USD  
Business Address 500 N. Bradford Ave.  
Business Telephone : 714-996-4970  
Business E-mail : [psuchsland@pylusd.org](mailto:psuchsland@pylusd.org)

#### **Nominator Information**

Name : Nancy A Watkins, Ed.D.  
Position/Title: Assistant Professor  
Employer : Cal State Fullerton  
Business Address :  
California State University, Fullerton  
College of Education, Department of Educational Leadership  
P.O. Box 6868  
Fullerton, CA 92831-6868  
Business Telephone: 714-595-9739  
Business E-mail : [Nwatkins@fullerton.edu](mailto:Nwatkins@fullerton.edu)

Return to [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov)

**All nomination materials are due at the Commission by 5 pm on February 28, 2019.**

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. 4. Employer agreement form

*Ensuring Educator Excellence*

**Paola Suchsland**  
psuchsland@pylusd.org

February 7, 2019

**Letter of Interest  
Committee on Accreditation (COA), CTC**

Dear Commissioners,

Thank you for the opportunity of allowing educators from different grade levels and institutions to be considered for the Committee on teacher accreditation. I have been an educator most of my life--first as an instructional, bilingual aide in an elementary school and currently as Spanish high school teacher and an online instructor teaching a curriculum theory and methods for teachers who want to obtain a single subject credential in World Languages.

As a teacher for sixteen years, it has always been my goal and commitment to support, empower and equip my students with the academic, social and emotional tools to be successful in our society and our world. As a Spanish teacher, I advocated and made it possible for 76 heritage speakers of Spanish to take the AP Spanish Language exam after their second year of Spanish instead of waiting till their fourth year to take the class and test. Out of 76 students, 72 passed the AP test. The results gave the following fruits: an increased number of students taking the Spanish 4 AP test, an increase of heritage speakers in the Spanish AP 5 class (last year there were only 5 students taking the AP 5 test, this year we have over 40 students taking this test) and a sense of empowerment for those students that have never taken an AP class or AP test.

However, I believe that in order to better prepare our students for the challenges in our 21st century, we need passionate educators who see a genius in every student, who have a growth mindset and whose thirst for learning gives them the vision that our educational field is always evolving to better meet our students' academic, social and emotional needs.

I want to become part of the Committee of Accreditation because I believe in the importance of supporting future educators with teacher preparation programs and policies that prepare them so as to continue providing excellence in education in our California public schools. I am a product of the California public school system. Personally, I am who I today because of the amazing educators who guided me, taught me, who never gave up on me and empowered me to discover the many talents I did not know I had.

I bring to the committee my experiences as a high school teacher, as well as experience in ELD classes for newcomer students and experience in teaching English abroad in China and Vietnam.



Also, I bring my knowledge of my two years working with our district's Induction program as a mentor and working along with the Special Education department as a 504 coordinator with my school for two years.

Please accept this letter of interest for appointment to the COA.

Thank you,



Paola Suchsland

  
psuchsland@pylusd.org

*PAOLA SUCHSLAND*



**ADMINISTRATION & SPANISH**

*15 years of teaching experience, 6 years IB HL experience*

Qualifications

**Single Subject Teaching Credentials, Spanish  
Administration Services Credential**

**BA Spanish**  
California State University Fullerton

**M.A. Education**  
Chapman University

**M.A. Administration & Supervision**  
University of Phoenix

Experience

**Valencia High School**, January 2003 — present  
Spanish Teacher  
Placentia Yorba Linda Unified School District, Placentia, CA

**University of Riverside Extension**, August 2014 — present  
Online instructor for Methods Course for World Languages  
UCR Extension Courses, Riverside, CA

**Summer School in Ho Chi Minh City, Vietnam**, Summer 2006  
Summer School English teacher to elementary, middle and high school students  
In conjunction with California State University Fullerton, Fullerton, CA

**Summer School in Shanghai, China**, Summer 2005  
Summer school teacher to middle school students  
In conjunction with California State University Fullerton, Fullerton, CA

**Bilingual Aide**, September 2000—December 2002  
Bilingual Classroom Aide and CELDT Test proctor  
Placentia Yorba Linda Unified School District, Placentia, CA

Extra-curricular Activities & Achievements

- "Aspiring Leaders Program" recipient, September 21, 2017
- Induction mentor for teachers in the district, September 2016-present
- 504 teacher mentor/ counselor liaison, September 2016-June 2018
- DISC presentation PD day, May and October, 2016
- Southern California Leadership Scholarship Recipient, University of Phoenix, January 2016
- Yale Educator of the Year Award, 2014
- Indian Club Advisor, 2013-2015

- Coauthor of article "Rethinking Schools"
- Mini Immersion Camp Teacher, 2006
- Spanish Immersion Camp Teacher, 2005

## References

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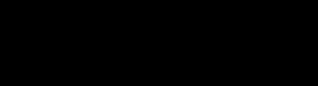
Dr. Nancy Watkins, Administrator of Secondary Special Projects  
Placentia Yorba Linda USD



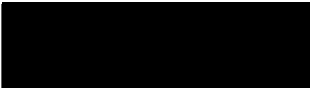
Ms. Olivia Yaung  
Principal of Valencia HS



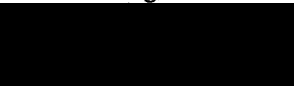
Mr. Christopher Herzfeld  
Assistant Principal of Valencia HS

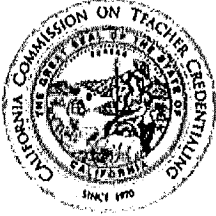


Mr. Rick Lopez  
Director of Human Resources PYLUSD (and former principal of Valencia HS)



Mr. Steven Picht, Colleague  
Valencia High School





**Commission on Teacher Credentialing**

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Professional Services Division

**Committee on Accreditation  
Nominee Employer Agreement**

Committee on Accreditation Nominee:

Nominee's Employer: Paola Suchsland

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):

*Olivia Young*

Title:

*Principal*

Signature:

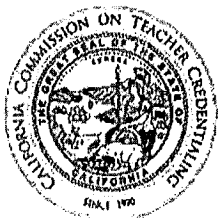
Phone:

Email:

*oyoung@pyusd.org*

Please complete this information page and return to [accreditation@ctc.ca.gov](mailto: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, 2019**.

*Ensuring Educator Excellence*



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Professional Services Division

### Demographic Information (to be completed by nominee)

Committee on Accreditation Nominee Paola Sochsland

#### 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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*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. Mike Hillis  
Position/Title: Dean, Graduate School of Education  
Employer: California Lutheran University  
Business Address: 60 W. Olsen Road Thousand Oaks, CA 91360  
Business Telephone (805) 493-3419  
Business E-mail [mhillis@callutheran.edu](mailto:mhillis@callutheran.edu)

#### **Nominator Information**

Name Dr. Deborah Erickson  
Position/Title Dean, School of Education (Current COA committee member)  
Employer Point Loma Nazarene University  
Business Address 3900 Lomaland Drive San Diego, CA 91206  
Business Telephone (619) 849-2332  
Business E-mail [derickso@pointloma.edu](mailto:derickso@pointloma.edu)

Return [toaccreditation@ctc.ca.gov](mailto:toaccreditation@ctc.ca.gov)

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4. Employer agreement form



February 11, 2019

To Whom It May Concern:

It is with pleasure that I nominate Dr. Mike Hillis as a candidate for the Committee on Accreditation. I have known Dr. Hillis since 2007 as a colleague when we both were working as assistant deans in private institutions. His work at Pacific Lutheran University included curriculum development, program oversight, and supervision of faculty and staff. In 2015, he was chosen to lead the Graduate School of Education at California Lutheran University and we have subsequently worked on several projects together. We often share ideas on processes and procedures used by our institutions, and Dr. Hillis has been a quick study in his knowledge of the California educator preparation standards and accreditation system.

Dr. Hillis is a past president of the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE). He regularly participates in the American Association of Colleges for Teacher Education (AACTE) meetings and is a graduate of the AACTE Leadership Academy. During the past two years, he has been selected as a *Lutheran Thrivent Fellow* and is a member leader in the *Deans for Impact: Transforming Educator Preparation* program. In addition to his 18 years of leadership at PLU and six years at CLU, he has taught at East Tennessee State University and has been a Fulbright Scholar.

Dr. Hillis has the skills and knowledge to be an exceptional addition to the Committee on Accreditation. He has a clear vision of educator preparation that is based in policy and practice of social justice and equity for all children, and his leadership has guided not only faculty but also practitioners in the field, particularly underrepresented STEM teachers. His writing and research interests include the moral assumptions of multicultural education, leadership and mimetic theory, and the development of community partnerships.

Again, it is with very high regard for Dr. Hillis and his ability to continue the work of the COA and quality preparation for teacher preparation in the great state of California that I submit this nomination. I would be happy to provide further information upon request.

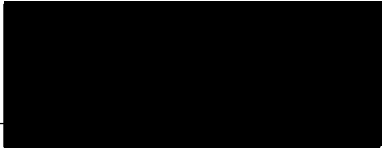
Sincerely,

A handwritten signature in cursive script that reads "Deborah E. Erickson".

Deborah E. Erickson  
Dean, School of Education  
Point Loma Nazarene University



Michael R. Hillis, Ph.D.  
Dean & Professor  
Graduate School of Education  
California Lutheran University



February 28, 2019

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811

Dear Commission Members,

I would like to express my interest to be considered as a member for the Committee on Accreditation (COA). As an administrator, a professor, and a long history in accreditation processes, I believe I could bring an important perspective to the committee.

Let me approach the aforementioned items in reverse order. From the beginning of my higher education career, I have been involved in issues related to accreditation. At my first university position at East Tennessee State University, I was hired primarily due to my background in diversity and equity, one of the reasons the university had lost their national accreditation (NCATE, at the time). Consequently, I was instantly brought into the world of higher education accreditation work as a new professor in an environment that was not particularly open to the ideas. However, this experience demonstrated to me quite quickly how powerful of a lever accrediting agencies can have to effect change. In the two years that we worked in preparation for the visit, we were able to make significant changes in how the School of Education approached issues of diversity throughout their strategic plan, curriculum, and recruitment processes.

Consequently, when I was then nominated by the then current AERA President, Dr. James Banks, to serve on NCATE's Board of Examiners, I agreed as I thought I could have an impact through my accrediting work. Over the next 10 years, I served on multiple teams throughout the country as I continued to be committed to the accreditation process.

My experience as a BOE member then provided me with additional opportunities at my next university: Pacific Lutheran University. In 2005, our dean announced her departure in the spring and we were scheduled for a visit the following fall. Given my experience with NCATE, I was asked to lead the accrediting work (including the writing of the Institutional Report) and we ended up having a successful visit. In many ways, this accreditation work completely changed



my academic career. Rather than a focus on my own scholarship and teaching, I transitioned into leadership roles where I have resided ever since. As a full-time administrator and NCATE Coordinator for the university, I slowly became more involved at the state level through the Washington Association of Colleges for Teacher Education (WACTE) and the Professional Educators Standards Board (PESB). In my work with the state, I was asked to be a member of state review teams and to serve as a representative to the Metrics Group. The Metrics Group worked with the PESB to determine data agreements between the state and universities, the type of data required, and the long-term evaluation of program performance. Although I left the university and state before this work was completed, I enjoyed the process of examining how to better inform program quality through the state system.

In 2015, I was hired by California Lutheran University as Dean & Professor of the Graduate School of Education (GSOE). Once again, I was thrust into an accreditation role with Cal Lutheran being slotted for a visit in the fall of 2017. Thankfully, we have an experienced Director of Assessment in the GSOE and so I was able to rely quite heavily on her as I got to know a new system in California. This was certainly a challenge since we were the first university to participate in the new system and we were all working to understand the nuances of these changes. Again, a positive result followed and I was able to see the power of accreditation work again in helping to make program changes.

Although I do not claim great expertise in the California system at this point, I do believe I have gained tremendous knowledge in a short period of time about how the work is done. Furthermore, I have continued to try and think about accreditation at the national level and how this might fit with the state. For example, we decided to drop our pursuit of CAEP two years ago because of my strong concerns about the cost and health of the CAEP organization. I did this regretfully in many ways given my long history with NCATE, but I thought it was in the best interests of our organization. However, I continue to pay attention to changes on the national scene to determine what might be an appropriate reengagement with one of these bodies (CAEP or the newly formed Association for Advancing Quality in Educator Preparation – AAQEP).

I have also been involved over the past three years with the national group, Deans for Impact (DFI). DFI is a relatively small group of member deans who represent a broad cross section of teacher preparation across the country who are committed to data informed decisions “to ensure that every beginning teacher is good on day one, and on the path to become great over time.” In addition to being a member dean, I have also just launched our partnership with them related to the Common Indicators System (CIS). The goal of CIS is to have common data sets between teacher education programs so that we can form learning communities of shared practice. I have great optimism for this work and would like to see if there might be further opportunities between DFI and the California Commission on Teacher Credentialing.

As I hope you can determine, my commitment to accreditation and, perhaps even more importantly, program improvement is what is driving my motivation to submit this application. While I have never felt like the critics of teacher education have gotten it totally right (i.e.,

programs lack rigor, are often disjointed, lack demonstrable impact data, etc.), I do believe it's important to pay attention to all voices and recognize that continuous improvement is what it claims – a desire to continually press for improvements so that the children of our community have the very best teachers available.

I wish you all well and please don't hesitate to contact me if you have any questions.

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Sincerely,

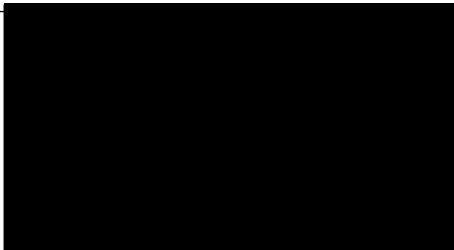
*Mike Hillis*

Mike Hillis  
Dean & Professor

**CURRICULUM VITAE OF  
MICHAEL R. HILLIS**

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*Personal Information*



*Academic History*

Ph.D. 1994	University of Washington Seattle, WA	Educational Psychology Areas of Specialization: Multicultural Education, Cognition, and Development
M.Ed. 1991	Western Washington University Bellingham, WA	School Counseling
Endorsement 1987	University of Washington Seattle, WA	English
BAE 1986	Western Washington University Bellingham, WA	Speech, Theater, and French

*Selected University Experience*

2017-present	<b>Interim Chair, Department of Learning &amp; Teaching</b> California Lutheran University Responsibilities - Coordinate the work of the department. Responsible for staffing and all major report writing, including accreditation, for the unit.
2015-present	<b>Dean &amp; Professor</b> California Lutheran University Responsibilities- Lead the work of the school, including staffing, budgeting, major report writing, and external relations.
2011-2015	<b>Associate Dean and Director of Education Programs – School of Education &amp; Kinesiology</b> Pacific Lutheran University Responsibilities- Coordinate the work of the department, including all graduate programs. Responsible for staffing and all major report writing, including accreditation, for the unit.

- 2009-2011                    **Co-Interim Dean – School of Education & Movement Studies**  
Pacific Lutheran University  
Responsibilities- Helped lead the School and Department through the transition of searching for a new dean. Responsible for staffing, budgeting, all major report writing, including accreditation and external relations.
- 
- 2008-2009                    **Associate Dean – School of Education & Movement Studies**  
Pacific Lutheran University  
Responsibilities- Coordinated the work of the department, including all undergraduate and graduate programs. Was responsible for staffing, budgeting, and all major report writing, including accreditation, for the unit.
- 2006-2008                    **Director of Graduate Studies – Department of Instructional Development & Leadership**  
Pacific Lutheran University  
Responsibilities- Coordinated the four graduate programs in the department (MA with Certification, Project Lead, Principal Certification, and Alternative Routes to Education), including staffing, budgeting, and redesign.
- 2006–2007                    **Co-Acting Dean – School of Education**  
Pacific Lutheran University  
Responsibilities- In tandem with another faculty member, coordinated the work of the SOE. Direct responsibilities included staffing/scheduling, addressing faculty/student grievances, and assessment procedures.
- 2005-2006                    **Administrative Team – School of Education**  
Pacific Lutheran University  
Responsibilities- Coordinated the successful NCATE reaccreditation process for the SOE and served as one of four faculty members as an administrative team after the previous dean resigned.
- 2005-2006                    **Chair – University Rank & Tenure Committee**  
Pacific Lutheran University  
Responsibilities- Coordinated the university's committee that makes the final recommendations on tenure and promotion to the provost and president.

***Selected Refereed Publications***

Byrnes, R.S. & Hillis, M.H. (2018). Creating an environment for civil discourse in the classroom. The AILACTE Journal, XV(1), 35-50.

Hillis, M.R. & Kline, F.M. (2017). Martin Luther King Jr. and leadership: Building the beloved communities within the academy. International Journal of Leadership and Change, 5(1), 31-38.

Hillis, M.R. (2013). Establishing Martin Luther King's beloved community for the education of black youth. Religion & Education, 40(2), 173-188.

Hamel, F.L., & Hillis, M.R. (2012). "I am the master of my fate": Professors and teenagers conduct action research on motivation. Washington State Kappan, 6(1), 27-36.

Hillis, M.R., & Woolworth, S. (2008). If Dr. King were a principal: Building the 'beloved community' in schools. Democracy & Education, 18(1), 9-15.

Byrnes, R.S., & Hillis, M.R. (2006). Will we craft a new social studies education? The Journal of the Wisconsin Council for the Social Studies, 6(2), 37-41

Hillis, M.R., & Ralston, E. (2001). Multicultural education for rural Appalachia: Critiques and responses. The Rural Educator, 23(2), 7-12.

Hillis, M.R. (2000). United by justice: Multicultural education and liberation theology. Multicultural Education, 8(2), 2-7.

### ***Selected Technical Reports***

Hillis, M.R. (2012). Institutional Report. National Council for the Accreditation of Teacher Education and Professional Education Standards Board.

Hillis, M.R. (2005). Institutional Report. National Council for the Accreditation of Teacher Education.

### ***Selected Service***

Member Dean (2017-present). Deans for Impact.

Committee Member (2017-present). P-20 Council, Ventura County.

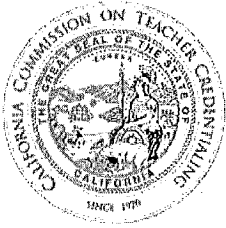
Site Visitor (2016-present). Council for the Accreditation of Educator Preparation.

President (2014-2017). Association of Independent Liberal Arts Colleges for Teacher Education.

Board of Examiners (1997-2007). National Council for the Accreditation of Teacher Education.

Metrics Group (2009-2015). Professional Education Standards Board

State Accreditation Teams (2006-2015). Office of the Superintendent of Public Instruction, Olympia, WA



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*Professional Services Division*

### **Committee on Accreditation Nominee Employer Agreement**

**Committee on Accreditation Nominee:** Michael R. Hillis

**Nominee's Employer:** California Lutheran University

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

**Title:** Provost

**Signature:**

**Phone:** [REDACTED]

**Email:** neilson@callutheran.edu

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*Professional Services Division*

### **Demographic Information (to be completed by nominee)**

**Committee on Accreditation Nominee** Michael R. Hillis

#### **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**

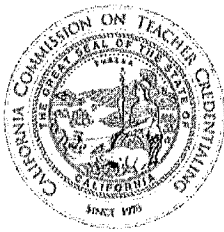
- Northern California
- Central Valley
- Inland Empire
- Bay Area
- Los Angeles Area
- San Diego Area

#### **Voluntary Disclosure of Ethnicity**

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

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#### **Nominee Information**

Name: Dr. Lisa Kirtman

Position/Title: Dean, College of Education

Employer Business: Cal State University, Fullerton

Address Business: 800 N. State College Blvd, Fullerton, CA 92831

Telephone: [REDACTED]

Business E-mail: lkirtman@fullerton.edu

#### **Nominator Information**

Name: Aimee Nelson

Position/Title: Director, Center for Careers in Teaching

Employer Business: Cal State University, Fullerton

Address Business: 800 N. State College Blvd, Fullerton, CA 92831

Telephone: [REDACTED]

Business E-mail: anelson@fullerton.edu

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4. Employer agreement form

*Ensuring Educator Excellence*





Lisa Kirtman, Ph.D.  
Dean, College of Education



February 21, 2019

To Whom It May Concern:

I am writing to express my interest in serving as a member of the Committee on Accreditation. I believe that my background and my areas of expertise make me a strong candidate for this position.

Accreditation serves as a way to ensure continuous improvement of our credential programs as well as the development of high quality educators. My work, first, as a former elementary school teacher credentialed through an alternative program, through my position as a faculty member in teacher education, and now as a Dean of a College of Education has provided me with detailed knowledge of the accreditation processes and how those processes exist at various levels and through various perspectives. My experience has given me a breadth and depth of knowledge of the common issues that arise through accreditation and best practices to achieve solutions. Through this lens, I can assist with reviewing initial and continuing accreditation proposals, monitoring programs, and developing new guidelines and reporting structures.

In addition to the importance of high quality programs, I believe that accreditation can also help alleviate issues in education like increasing diversity and reducing teacher shortages. These issues, currently paramount in education, are in need of assessment practices in order to continue to address these concerns. I believe my firsthand experiences as well as my academic expertise provide me with a unique perspective in understanding how assessments can help inspire educational change in these critical areas.

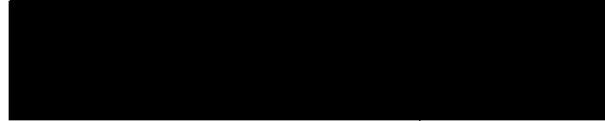
Finally, my hope is that my involvement with the Committee on Accreditation will help me develop as a leader who will not only impact credentialing at my institution but will also provide guidance and mentorship throughout the state of California.

Sincerely,

Lisa Kirtman, Ph.D.  
Dean

## Lisa Kirtman, Ph.D.

California State University, Fullerton  
Department of Elementary and Bilingual Education



### EDUCATION

- 2000 Ph.D. Education: Policy, Organization, Measurement & Evaluation  
University of California, Berkeley
- Dissertation: Restructuring Teachers' Work: Three Aspects of Teachers' Professional Roles. J.W. Little, Ph.D.- Advisor*
- 1993 M.Ed. Educational Administration University of California, Los Angeles
- 1990 B.A. Psychology Minor: Business University of California, Los Angeles

### PROFESSIONAL CERTIFICATION

- 1992-Present California Professional Clear Multiple Subject Teaching Credential

### LEADERSHIP POSITIONS – CSU FULLERTON

- 2016-Present Dean, College of Education
- 2014- 2016 Associate Dean, College of Education
- 2013-2014 Chair on Special Assignment  
50% - Associate Dean Responsibilities, College of Education  
75% - Department Chair, Elementary and Bilingual Education
- 2009-2013 Department Chair, Elementary and Bilingual Education
- 2012-2013 Acting Department Chair, Reading
- 2004-2009 Program Coordinator, Multiple Subject Credential Program, Elementary and Bilingual Education Department
- 2001-2009 Mathematics Course Custodian, Multiple Subject Credential Program, Elementary and Bilingual Education Department
- 2001-2007 Block Leader (2 cohorts), Multiple Subject Credential Program, Elementary and Bilingual Education Department
- 2001-2006 Program Coordinator, Intern Credential Program, Elementary and Bilingual Education Department

**ACADEMIC TENURE TRACK APPOINTMENTS – CSU FULLERTON**  
**College of Education, Department of Elementary and Bilingual Education**

2010-Present Full Professor  
2006-2010 Associate Professor  
2000-2006 Assistant Professor

Tenure-Track Faculty Responsibilities (2000-2009):

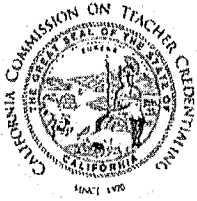
- Taught credential courses and advanced courses at the Master's and Doctorate levels.
- Supervised student teachers in multicultural, urban environments. Providing leadership for candidate cohorts and advising graduate students.
- Engaged in scholarly and service activities at the university, college, department, and community levels.

**UNIVERSITY SERVICE**

2017-Present Skelly Review Officer, CSU Fullerton  
2017-Present CSU College of Education Dean, Executive Board  
2017-Present WASC Steering Committee member and Subcommittee 1 Chair  
2016-present President's Commission on Equity and Inclusion (PCEI)  
2015-2016 Academic Master Plan Committee  
2015-2016 Student Success Team Steering Committee  
2014-present Information Technology (IT) Committee  
2014-2015 Title IX Coordinator  
2014-2015 WASC Writing Team  
2012-2013 Conflict of Interest Committee  
2011-2013 Planning, Resource and Budget (PRBC) Committee  
2010-2012 Search Committee: Provost and Vice President of Academic Affairs  
2007-2008 Faculty Affairs Committee Member  
2005-2007 Academic Senator

## PROFESSIONAL/COMMUNITY ORGANIZATIONS

- 2018-Present **The Carnegie Project on the Education Doctorate Board of Directors**  
Provides fiscal and administrative oversight and programmatic direction, formulates policies and long-range planning to guide CPED, establishes and maintains cooperative relationships with groups actively engaged in advancing professional graduate education. Provides oversight and recommendations to, and conduct an annual performance review of, the executive directive, as functional head of CPED.
- 2014-2017 **Fullerton Education Foundation Board Member**  
The Foundation focuses on fundraising to enrich the educational experience of children in the Fullerton School District. The foundation provides resources, technology, and grants to inspire learning, enhance teaching and create innovative opportunities for students to excel in the 21st century. During my tenure, the Board raised over \$200,000.
- 2012-2014 **CSU Transitional Kindergarten Team Member**  
The goal of this project was to develop a scalable model for preparing future teachers for TK classrooms. The project focused on developing and disseminating high quality modules for pre-service preparation for use in undergraduate and credential courses and clinical, practicum experiences. In order to fully prepare teacher candidates for TK, the practicum activities included early undergraduate field experiences as well as later student teaching opportunities. Six team members created modules for the CSU system. The mathematics module was my responsibility.
- 2012-2013 **Teacher Preparation Advisory Panel Member**  
The Commission on Teacher Credentialing appointed 29 individuals to serve as panel members to propose changes to California's credential structure. The major purpose of this committee was to review the content, structure and requirements for California teacher preparation and licensure to ensure that these remain responsive to the conditions of teaching and learning in California's public schools.
- 2004-2007 **California Council on Teacher Education (CCTE) Board Member**  
CCTE provides leadership to the California teacher education community by supporting and encouraging the efforts of teacher educators at postsecondary and P-12 institutions across the state, monitoring and evaluating the activities of policymakers and state agencies that impact teacher education, studying and developing proposals for better and more effective teacher education policy and practice, and communicating and advocating on behalf of California's teacher educators.



## 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 \_\_\_\_\_ Lisa Kirtman \_\_\_\_\_

#### 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 \_\_\_\_\_

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#### Region of California

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

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#### 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](mailto:accreditation@ctc.ca.gov)  
by February 28, 2019.

Ensuring Educator Excellence



## **Commission on Teacher Credentialing**

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www.ctc.ca.gov

*Professional Services Division*

### **Committee on Accreditation Nominee Employer Agreement**

**Committee on Accreditation Nominee:** Lisa Kirtman

**Nominee's Employer:** CSU Fullerton

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):** Dr. Pam Oliver

**Title:** Provost and VP of Academic Affairs

**Signature:** *Pamella H. Oliver*

**Phone:** [REDACTED]

**Email:** poliver@fullerton.edu

Please complete this information page and return to [accreditation@ctc.ca.gov](mailto: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, 2019**.

*Ensuring Educator Excellence*