California State University Channel Islands
School of Education
Master of Arts in Education
Program Review: Self-Study

2017

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I. Executive Summary

The Master of Arts in Education is housed in the School of Education and is comprised of four specializations: Educational Leadership P-12; Educational Leadership Higher Education; Disability Studies; and Curriculum & Instruction. Included in the P-12 Specialization is coursework that meets the Commission on Teacher Credentialing requirements for a Preliminary Administrative Services Credential (PASC).

In Fall 2016 the School of Education implemented an organizational structure that placed a tenured chair directly over the MA in Education and CODEL, the Collaborative On-line Doctorate in Educational Leadership. A full-time lecturer faculty coordinator had previously held this oversight role. In addition to the shift in leadership, an anticipated Executive Order (EO) from the CSU Chancellor's Office and the impending implementation of new standards required for the PASC led faculty to split the MA in Education into two distinct degrees with two emphases each. The MA in Education remains with two emphases: Disability Studies and Curriculum & Instruction. The MA in Educational Leadership has two emphases—P-12 and Higher Education. The Administrative Services Credential is housed with the P12 Leadership emphasis. The two new degrees that will begin in Fall 2017 will be compliant with the EO 1071 that demands a minimum 51% common core of classes in the degree program.

This self-study examines the MA in Education from the last self-study in 2010 to spring 2017.

A. History and Context

The Master of Arts in Education is housed in the School of Education and comprised of four specializations: Educational Leadership P-12; Educational Leadership Higher Education; Disability Studies; and Curriculum & Instruction.

The MA in Education began in 2003 through Extended University with the Educational Leadership P-12 Specialization to prepare school principals. The program was moved from pilot to regular status to be offered stateside in 2011.

The Special Education specialization, now titled Disability Studies, first was approved by the University Curriculum Committee in 2006 and was added as a specialization to the MA in Education as a conduit for Special Education Level II (professional clear credential) students to complete a master's degree after their Level I (preliminary) Education Specialist Credential. By 2014 the state was no longer requiring special education teachers to earn a professional clear credential from an institute of higher education. Level II was moved to the county offices of education as an induction program. In anticipation of this change, in 2012 the emphasis in special education was changed to no longer include teaching credential as a requirement for the MA degree specialization, to open it up for professionals in disability fields other than teaching (e.g., government and non-profit agencies). The name was later changed from special education to disability studies.

The Curriculum & Instruction Specialization was added on the Academic Master Plan in 2006 to be implemented in 2009. However, due to state budget considerations and

lack of university FTE growth, the program did not start until Fall 2012.

In response to the needs and requests from the local area, the Higher Education specialization was started in Fall 2014, by adding a series of courses for a higher education population that would substitute for specific P-12 specialization courses. Initially, this was viewed as an option within the P-12 specialization but due to the popularity of the program and it quickly became a specialization.

B. Previous Reviews

The previous self-study was conducted in 2010 at the time the MA in Education was converting from self-support to state support. At that time only two specializations were implemented: P-12 and Special Education (now Disability Studies).

The comments from the external reviewer and letters of support from local community officials were positive enough that the conversion was successful. However, in the reviewer comments there were several recommendations for the emerging program related to data driven decision-making across all aspects of curriculum and program operations, as well as a focus on rigor and comparable culminating experiences.

II. Element One: Program Purposes and Ensuring Educational Outcomes

A. Program Mission and Operating Practices

Does the program have a mission statement or statement of program goals that is appropriate?

In 2009 the School of Education adopted a conceptual framework as a guiding document for all SOE programs (See Appendix A). Additionally the purpose and career opportunities for each of the specializations are included in the CI Catalog.

According to the documentation found in the CI Pilot Conversion Self-Study from 2010 the following Program Goals were published:

> **Program Goals**
> The program prepares candidates for leadership roles in educational settings.
>
> Educational Leadership Specialization prepares candidates as school principals and for a variety of school leadership positions for which the Preliminary Administrative Services Credential is required. Graduates are able to:
>
> - develop, coordinate, and assess instructional programs
> - evaluate and supervise certificated and classified personnel
> - facilitate and manage safe and secure school learning environments
> - manage school site, district, or county level fiscal services
> - develop, coordinate and supervise student support services
>
> Special Education Specialization prepares candidates for leadership positions in the field of special education and disabilities. Graduates are able to:
>
> - develop, implement, and evaluate programs and policies for individuals with disabilities
> - mentor special education teachers and allied professionals
> - conduct professional development and research
> - serve on policy committees
> - advocate for the rights of individuals with disabilities
>
> The C&I Specialization outcomes developed in 2009 are:
>
> - Evaluate and synthesize current research, theory, and best practices in education and chosen area of specialization
> - Analyze historical, political, and philosophical approaches to curriculum and instruction
> - Design and conduct educational research
> - Identify and evaluate current academic and legal issues in PreK-12 teaching and learning
> - Design and implement curriculum to enhance PreK-12 student learning with special emphasis on students with diversity of ability, language, culture, socio-economic status, and gender
> - Design and implement advanced instructional methods to enhance PreK-12 student learning
> - Design a variety of assessment tools and strategies that inform teaching practices

However, since then the following has been disseminated as the MA in Education Program Learning Outcomes and were used during the 2015 WASC accreditation visit:

- Demonstrate knowledge of current research, theory, and best practices in education and chosen area of specialization.
- Demonstrate an in-depth knowledge of research on serving all individuals particularly related to students with diversity of ability, language, culture, socio-economic status, and gender; .

- Demonstrate skills in creating equitable classrooms, groups and/or programs.
- Demonstrate knowledge of assessment and assessment design.
- Demonstrate knowledge of skills needed to advocate and/or effectively engage children, families and/or service delivery systems.
- Demonstrate knowledge of policies, legislation, and case law related to schooling, school wide reforms and proven practices.
- Demonstrate knowledge of skills needed to communicate and establish professional collaboration with others.

Does the program have an organizational structure and procedures for its key activities such as advising, scheduling, chair selection and review?

Before Fall 2016 the four specializations within the MA in Education were operating semi-independently with program coordinators/advisors responsible for admissions, course scheduling, student advising, and hiring input. The MA was "under" the Chair of Credentials and Graduate Programs. While this chair did not have direct oversight of the programs, adjunct hiring and evaluation was the primary responsibility of the chair. In Fall 2016 the School of Education underwent a minor reorganization and the MA in Education was moved to the newly created "Graduate Programs" with a dedicated chair. The chair had an initial one-year term and was re-elected/appointed in spring 2017 for an additional one-year term. Additionally, the staff in the Graduate Studies Center is providing first-line support to the admissions and exiting process for the MA in Education since the reorganization. Staff in the SOE Credential Services Office previously completed these tasks.

The School of Education has a final draft of By-laws (See Appendix B) that address chair selection and review.

B. Program Relation to University Mission

Is the program supportive of the University's mission and strategic goals?

There are three strategic priorities in the University's Strategic Plan (See http://www.csuci.edu/president/presidentscouncil/ci15-strat-plan-1520.pdf): Facilitate Student Success, Provide High Quality Education, and Realize our Future. The following table illustrates the relationship between the University Strategic Priorities and the ongoing efforts of the MA in Education.

CI Strategic Priority	MA in Education Efforts
Facilitate Student Success	Enrolls students from local community Integrates cross-disciplinary coursework Personal advising for all students Through a federal grant to increase under-represented post-baccalaureate and graduate student enrollment, the Graduate Studies Center was created with access to services and information such as financial aid, writing tutors, etc. available during off-hours to accommodate working professionals
Provide High Quality Education	Excellent and committed faculty Students are exposed to and create research
Realize our Future	Identified capacity growth needs

Is its program integrated and supportive of the campus's four mission centers, its general education program, and Academic Affairs and University's strategic priorities?

The graduate programs at CI are not fully integrated into the mission centers as the courses are primarily at night for employed persons. However, there is coursework in the MA in Education that addresses the mission pillars. EDUC 605: Education in a Diverse Society is core course that address multiculturalism, community engagement, and the act of schooling. Other coursework across specializations also address mission pillars to varying degrees. For example, in the P12 and Higher Education specializations students enroll in fieldwork where they are engaging with their community of practice. EDLP 623: Organizations in Diverse Communities, which examines organizations from a conceptual and theoretical lens to promote inclusive, diverse school communities, is grounded on conceptual frameworks and literature in sociology and political science (thus addressing the mission pillar of inter-disciplinary studies), will be a core course for both MA programs beginning in Fall 2017.

Strategic priorities in the Division of Academic Affairs (See http://www.csuci.edu/provost/documents/daa-strategic-plan-2016-2021.pdf) focus primarily on undergraduate students although there are a few graduate specific aims and objectives. The MA program in the SOE lags behind other undergraduate degree programs as far as resources allocated to this specific population of students. It is evident from the Division of Academic Affairs Strategic Plan (DAASP) that post baccalaureate and graduate programs are in need of attention and nurturing. The following objectives from the DAASP are particularly relevant to the struggles the MA program has been experiencing since its inception. Attention to these institutional level supports is necessary for a fully functioning and successful program.

DAA Graduate-related Objective	MA Program Needs
Objective 1.1.4: Develop appropriate educational pathways in order to more effectively recruit high school, community college, and post baccalaureate students to CI.	MA Program requires recruitment assistance and resources at the institutional level.
Objective 1.2.1: Provide students the experiences and resources they need to successfully progress within their chosen course of study and towards a degree.	MA Program desires an electronic advising system on par to undergraduate degree programs.
Objective 1.3.3: Track post baccalaureate graduation rates.	MA Program needs access to data that is separate from credential programs.
Objective 2.6.2: Engage undergraduate and graduate students in research experiences appropriate to their field of study.	MA Program needs a comprehensive research sequence of courses for graduate level research.

C. Dissemination of Program Mission and Goals

Has the program disseminated information about itself to key constituencies, including faculty, professional colleagues, current and prospective students, and the community?

Program information is primarily disseminated on the SOE website. However, the Administrative Services Credential Program within the P-12 specialization has an advisory

group made up of local school district superintendents and school personnel. This group meets twice a year and acts as a sounding board for program activities and revisions, and provides guidance to program administration regarding local issues and supports for our students.

Currently, the stateside post-baccalaureate and graduate programs in the School of Education do not have budget lines associated with advertising and recruitment. Much of the promotion of the MA in Education comes in the form of word of mouth from current graduates and recent efforts of the Graduate Studies Center staff in holding information sessions on campus two to three times a year. The former advisor/coordinator of the P12 specialization had been visiting local schools and districts in an effort to recruit but that practice was not sustainable and did not address the other program specializations.

We have hopes of soon being able to leverage university-level resources for recruiting and advertising the SOE MA programs at the proportionate level of attention that the undergraduate majors receive.

III. Element Two: Achieving Educational Outcomes

A. Curriculum Requirements and Expectations for Learning

Do the program's curriculum and degree requirements reflect high expectations of students?

Three of the specializations exceeded the minimum number of units required (30) for an MA degree as specified by Title V requirements. The P12 and Higher Education specializations required 34-36 units, while Curriculum & Instruction required 32-34 units and Disability Studies required 30 units.

The specializations share two core courses EDUC 605: Education in a Diverse Society and EDUC 615: Principals of Educational Research and a Culminating Experience option of thesis, project, or comprehensive examination. Each culminating experience option is detailed in the MA Program Handbook (see Appendix C). Prior to Spring 2017 all P12 and Higher Education students were expected to complete a thesis or project as their culminating experience. Students in the Disability Studies and Curriculum & Instruction had all three options available.

MA in Education Specializations

	Educational Leadership 34-36 Units	Higher Education 34-36 Units	Curriculum & Instruction 32-34 Units	Disability Studies 30 Units
MA Core	7-9 Units EDUC 605 (3) EDUC 615 (3) Culminating Experience (1-3)	7-9 Units EDUC 605 (3) EDUC 615 (3) Culminating Experience (1-3)	7-9 Units EDUC 605 (3) EDUC 615 (3) Culminating Experience (1-3)	9 Units EDUC 605 (3) EDUC 615 (3) Culminating Experience (3)
Specialization Core	27 Units EDPL 610 (3) EDPL 620 (3) EDPL 621 (3) EDPL 622 (3) EDPL 623 (3) EDPL 624 (3) EDPL 625 (3) EDPL 631 (2) EDPL 632 (4)	27 Units EDPL 621 (3) EDPL 623 (3) EDPL 624 (3) EDPL 626 (3) EDPL 627 (3) EDPL 628 (3) EDPL 629 (3) EDPL 631 (2) EDPL 632 (4)	9 Units EDCI 600 (3) EDCI 605 (3) EDCI 610 (3)	18 Units SPED 541 (3) SPED 542 (3) SPED 641 (3) SPED 643 (3) SPED 690 (3) EDUC 617(3)
Electives			15 Units of approved electives (6 must be EDCI; 9 must be 500 or higher; 6 units may be transferred into the program)	3 Units of approved electives

Is that curriculum reflective of current standards in the discipline?

Each of the four specializations within the MA in Education is based upon a solid research foundation and best practices within the respective fields. Both the P12 and Higher Education specializations were designed around the core professional leadership standards for the Level I Administrative Services Credential from the California Commission on Teacher Credentialing (CTC) with the Higher Education specialization adding courses that cover essential topics in Higher Education. The Disability Studies specialization curriculum initially arose from the Level II Special Education Standards and the Curriculum & Instruction specialization called on professional content and disciplinary areas found in the National Boards for Professional Teaching Standards.

B. Course and Program Learning Outcomes

Has the program developed assessable learning outcomes for its courses and for the program?

The MA in Education Program Learning Outcomes listed below are the general outcomes for all MA specializations—although three of the four specializations have specific outcomes as well as those listed in section II.A.

- Demonstrate knowledge of current research, theory, and best practices in education and chosen area of specialization.
- Demonstrate an in-depth knowledge of research on serving all individuals particularly related to students with diversity of ability, language, culture, socio-economic status, and gender.
- Demonstrate skills in creating equitable classrooms, groups and/or programs.
- Demonstrate knowledge of assessment and assessment design.
- Demonstrate knowledge of skills needed to advocate and/or effectively engage children, families and/or service delivery systems.
- Demonstrate knowledge of policies, legislation, and case law related to schooling, school wide reforms and proven practices.
- Demonstrate knowledge of skills needed to communicate and establish professional collaboration with others.

All courses in the MA have course-level learning outcomes that have been approved by the University Curriculum Committee, a committee of the Academic Senate. (See: http://senate.csuci.edu/comm/curriculum/programs/education.htm for a link to the Education Page of the Curriculum Committee website).

It is recognized that the Higher Education specialization does not generally "fit" into these programs outcomes that are primarily based on P-12 practices for administrators, teachers, and other school-based support personnel. Priorities set for the 17/18 AY are to develop measurable program learning outcomes for the two MA programs and create course alignments. The P12 emphasis in the newly formed MA in Educational Leadership has already started this process as part of the CTC program review submitted in December 2016. All courses will have signature assignments related to the exit program portfolio that is anticipated to be required for the Performance Assessment currently being developed.

Are course learning outcomes aligned with program outcomes?

Each specialization has various degrees of alignment between the MA program learning outcomes and the specialization learning outcomes. Matrices for Disability Studies and Curriculum & Instruction are included in the Appendices D and E. The Higher Education specialization does not have an alignment matrix.

The P12 Leadership specialization has developed course alignments with the California Professional Standards for Education Leaders (See Appendix F) but is currently realigning the revised program to the new California Administrator Performance Expectations. In 2012 CTC began the revision of the Standards for the Administrative Services Credential (Preliminary and Professional). In 2013 the new Standards were approved and disseminated to programs sponsors. Very shortly after dissemination CTC began conducting "Think Tanks" on how best to implement the new standards. In the course of these "Think Tanks" it became clear that the newly adopted standards would be revised and the timelines for implementation would be adjusted. In the midst of these changes CTC also presented a changing set of requirements for program assessment and reporting. This environment created confusion and uncertainty about letting go of past program requirements and adopting new program standards. At the same time CTC began construction of a new program assessment that is currently being field-tested in programs throughout the state. Our faculty member, Dr. Charles Weis, has been on the development team for the new CalAPA pilot and field test. The timeline for full implementation of the new assessment is Field test 2017-18; a non-consequential year in 2018-19; and full implementation in 2019-2020.

Our revised P12 Leadership courses have been aligned with the CAPE's and Leadership Connection Rubrics. Additionally, the new courses have signature assignments aligned with the new assessments.

C. Learning Outcome Data and Analysis

Does the program regularly collect course and program learning data? Is that data analyzed, available, and used for program improvement?

Various data is collected from students in the MA in Education in the form of end of year surveys and focus groups (see Appendices G & H for samples). All of these measures are student or evaluator self-report of learning or program impact.

The Administrative Services Credential Program included within the MA in Education, P12 Specialization conducted a Biennial Report in 2013 (See Appendix I). This report was submitted to the CTC as part of the ongoing program review efforts. This report focuses on candidate evaluation against the California Professional Standards for Education Leaders (CPSELs and CAPEs). Additionally, candidates for the Preliminary Administrative Services Credential complete a program portfolio that is aligned to the program standards and performance expectations set forth by the Commission on Teacher Credentialing.

Students completing the Curriculum & Instruction specialization who chose to complete a comprehensive exam as their culminating experience were given a question on assessing the MA program using the tools they have learned throughout the program. These questions/comprehensive exam responses from 2015 & 2016 were summarized (See Appendix J) and analyzed at the beginning of the 16/17 academic year and evaluated for program improvement efforts. Many of the suggestions for improving the program made by students were incorporated into the revised MA curricula.

Students in the Special Education (later Disability Studies) emphasis had a choice of all three culminating experiences. Projects included applied works such as curricula incorporating technology for students with disabilities in math, handbook for a school district on including students with autism, etc. (Theses and projects can be found in the library website). The comprehensive exam format changed based on student feedback (e.g., take-home versus in-house). Focus group data were used to improve the emphasis.

Students in the MA in Education are required to successfully complete a culminating experience in the form of a thesis, project, or comprehensive examination. These culminating experiences align with several PLO's. In early Fall 2016, Graduate Program Faculty met to discuss the culminating experiences, student performance and feedback, faculty supervision experiences, and potential changes required to improve the experience and process (See Appendices K & L for Graduate Program Minutes). Review of these experiences led to the creation of a two-course research sequence for students choosing to complete a thesis for the culminating experience for the new/revised MA curricula to be implemented in Fall 2017.

D. Timeliness of Degree Attainment

Do students in the program attain the degree in a timely fashion?

The four specializations in the MA in Education have published two-year to degree timelines since the majority of degree candidates are working full-time (See Appendix M for the P12 specialization sample). Each specialization is based on a cohort model that assists a majority of students to graduate within the two-year timeline. On occasion, students may complete the program in less than two years or more than two years based on personal life decisions that influence their studies.

E. Involvement of Students in Curricular Activities

Are students active participants in the learning process?

Active and engaged learning are MA program priorities. Since many of the candidates are credentialed teachers there are high expectations for the learning activities for the courses. Additionally, each culminating experience option puts the student in control of their learning with individualized guidance from a culminating experience advisor who is also a program faculty member. The P12 Leadership specialization uses performance-based assessments that replicate the performances of first year administrators.

Does the program provide opportunities for students to participate in curricular-related activities, such as clubs, fieldtrips, competitions, research and creative opportunities, service learning experiences, performances, and internships?

The P12 and Higher Education specializations both include field experiences as part of the regular curriculum. The field experiences are typically on-site at their place of employment and students are mentored by a university supervisor.

Presently, the program does not involve students in existing university programs such as travel abroad and research competitions—although one special education specialization student accompanied an undergraduate student group on an international trip to visit Finnish schools.

F. Advising and Academic Support

Does the program provide adequate student advising?

Two-year advising plans for each specialization are published and distributed to the students upon admission. The advisor and ultimately the staff member responsible for the program exit and degree verification process have manually maintained records tracking student progress towards the degree. Graduate students at CI do not have an electronic CI advising requirement report (CARR) as do undergraduate students, to track their own degree progress. Any course substitutions must be entered by hand and looked up in a document database to see if the substitution has been received. However, the Interim Dean of the SOE, the Chair of Graduate Programs, and the P12 Leadership Advisor have been advocating for both post baccalaureate and graduate student CARRs with the Dean of Enrollment Services and the Interim Provost. We are hopeful to have this in place by the end of Fall 2017 to implement the new curricula for incoming students.

Student advising is done at the specialization level, however the mechanism for choosing and compensating advisors has varied in the SOE from being viewed as service to receiving WTUs of varying amounts (from .25 units to three units a semester or more), as has the expectation for tracking student degree progress as part of the advising duties. The graduate chair is currently taking on advising for all specializations. In the Fall semester the P-12 Education Leadership specialization which includes students in the Preliminary Administrative Services Credential will have a dedicated faculty advisor for 2 WTU per semester. However, the Chair will be responsible for all other advising duties and consulting with the P12 Advisor regarding hiring and workload assignments for culminating experiences and field supervision.

Are its students supported in other venues such as EOP, career services, and disability accommodation?

Students who require disability accommodations have access to Disability Services on campus. Most candidates in the program are employed full time and do not have immediate need for career services. This does bring up the issue of campus services being available for graduate students who attend primarily evening classes (e.g., lactation spaces). Additionally, graduate students pay a host of fees for which they have either no need, benefit, or opportunity to use including: Health Facility Fee, Instructionally Related Activity Fee, Recreation and Athletics Fee, Student Health Service Fee, and Student Body Center Fee.

G. Articulation, Transfer and Retention

Does the program have policies and procedures that facilitate articulation with community colleges? Are transfer students accommodated and integrated into the program? Are native and transfer students in the program being retained in the major and by the University?

While these areas primarily address undergraduate programs there are policies and practices that dictate practice at the graduate level. According to Senate Policy (05-26) graduate students must take a minimum of 21 semester units in residence leaving 9 units eligible for transferring into the program if they meet the timeline requirements of been taken in the last seven-years of the date of award (SP 05-23). Students are able to petition these policies for exception. See http://senate.csuci.edu/policies-alpha2.htm for senate policies.

IV. Element Three: Developing Resources to Ensure Sustainability

A. Faculty Resources

Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity, to support its academic program in a manner consistent with its objectives?

There are 11 tenure line faculty in the SOE and all are eligible to teach in the MA in Education program. However, four tenure line faculty have the MA program as their primary designated teaching area (C.V.'s for MA program tenure line faculty are found in Appendix N.). Two FERP faculty are also in the School and one regularly teaches in the MA. Additionally, we are fortunate to employ a variety of full-time and part-time lecturers who bring a wealth of experience and multiple perspectives to the coursework and supervision in the MA program.

Tenure Line SOE Faculty

Dr. Bob Bleicher, Professor
Dr. Manuel Correia, Professor
Dr. Michelle Dean, Assistant Professor
Dr. José Garcia, Assistant Professor
Dr. Carola Oliva Olsen, Assistant Professor
Dr. Elizabeth Quintero, Professor
Dr. Annie White, Assistant Professor

Tenure Line SOE Graduate Program Faculty

Dr. Jeanne M. Grier, Professor
Dr. Tiina Itkonen, Associate Professor
Dr. Kaia Tollefson, Professor
Dr. W. Charles Weis, Assistant Professor

Faculty Early Retirement Program (FERP) Faculty

Dr. Lillian Castaneda, Professor
Dr. Gary Kinsey, Professor

Graduate Program Lecturer Faculty

Ms. Fran Arner-Costello
Dr. Carlos Dominguez
Dr. James Martinez
Ms. Barbara Patten
Dr. Nancy-Jean Pement
Dr. John Puglisi
Dr. Tim Rummel
Ms. Mary Samples
Dr. Rita Sawyer
Dr. Christine Walker

B. Professional Staff

Does the program employ professional staff --support coordinator, technicians, lab assistants --sufficient to support the academic program?

The MA in Education Program has no designated support beyond the shared School of Education administrative support staff.

Beginning in AY 16-17 the Graduate Studies Center's Post Baccalaureate Counselor serves in the capacity of exit advisor for completing students and submits the recommendation for credentials for the Preliminary Administrative Services Candidates. The Graduate Studies Center Director supports the MA program website and admissions activities in addition to holding program information sessions for prospective students.

C. Faculty Workload and Evaluation

Is faculty workload aligned with the program's goals for effective teaching, scholarship, and University and community service? Are part and full time faculty evaluated regularly and according to University policies and practices?

Faculty workload is governed by the Collective Bargaining Agreement (CBA) with the Faculty Union. Tenure line faculty have a regular workload of 12 units per semester, however, many faculty have reassigned time for administrative duties such as chair or advisor, or have been bought out of teaching for externally funded grant related activities. Lecturer faculty who teach in the graduate programs may also be teaching in one of the other SOE programs, so at this time there are no full time lecturers solely teaching in the MA program.

It was discovered in Fall 2016 that faculty who were supervising students in field placements and theses were only being compensated for work for one semester even though the workload may have been incurred over multiple semesters. The Graduate Programs Chair ended the practice beginning in Fall 2017 and worked with the faculty to make revisions to the thesis process and program advising sheets so faculty would be compensated in the semester the work was being incurred.

The SOE has it's own approved Program Personnel Standards (see Appendix O) to guide faculty in the tenure and promotion process. These standards are up for review and renewal in the 17/18 Academic Year. Lecturer faculty are invited to participate in university, program, and community service activities but are not required to do so—nor are these activities part of their evaluation.

Tenured faculty are reviewed at the time of promotion or tenure, or in post-tenure review in the areas of teaching, scholarship, and service. Lecturer faculty are evaluated on their teaching yearly or every three years depending upon their contractual term based on the CBA.

D. Faculty Development

Do faculty have and use professional development plans (PDPs)? Does the program support faculty development opportunities sufficient to improve teaching, learning and scholarship?

Tenure line faculty create and use PDP's as part of the tenure and promotion process. All faculty in the MA program are eligible for any and all professional development activities offered on campus. Particularly, faculty are encouraged to attend events from Teaching and Learning Innovations as they often provide sessions on a variety of teaching topics. Full time faculty—both tenure line and lecturers are eligible to apply competitively

for a semester sabbatical at full pay every 7 years. Additionally, to support their scholarly pursuits all faculty are eligible to apply for competitive mini-grants which fund course release or additional research related travel or professional development activities.

E. Fiscal and Physical Resources

Does the program have the budgetary resources needed to support its educational program? Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?

The MA in Education Program has no specific budget designation or access to the School of Education budget. Requests have been made in AY 16-17 for the program to have a designated budget for academic and administrative decision-making, including a budget for recruitment.

F. Developing External Resources

Does the program seek and receive extramural support, including grants, gifts, contracts, alumni funding?

Individual faculty within the MA program may seek extramural support. There is currently no organized program effort for seeking grants, gifts, or other funding. Individual faculty have been tracking alumni but no systematized or organized effort has been undertaken at the program level.

G. Information Technology

Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?

The faculty all have access to professional development opportunities offered by the Teaching and Learning Innovations department. All faculty have access to computers on campus and full access to the Broome Library for scholarly pursuits.

H. Community Involvement and Liaison

If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program maintain a relationship with its alumni?

At this time there is no formal or systematic mechanism for tracking graduates. Some individual faculty have used social media to keep in touch with alumni.

The Administrative Services Credential Program housed in the MA in Education P12 Specialization has an advisory group made up of local area school, district, and county administrators. This group meets twice a year at the Ventura County Office of Education and reviews program changes, new standards, and other relevant local issues.

The SOE has an advisory group made up of local principals, teachers, and faculty. Most of these meetings focus on the credential programs and their immediate relationships with schools.

The Disability Studies emphasis will be instituting an advisory board starting school year 2017-18.

V. Element Four: Creating a Learning Centered Organization

A. Program Planning

Does the program engage in planning activities which identify its academic priorities and examine the alignment of its core functions with those of the institution?

In Fall 2016 the MA programs undertook an extensive reflective planning process. An anticipated Executive Order from the Chancellor's Office along with revisions in the PASC standards for the P12 specialization provided an incentive to make some significant and needed curricular changes to the MA program. The EO 1071 stipulates that a degree program must have a 51% common core between it's emphases. The four specializations in the MA in Education did not meet this requirement and with the new PASC standards dramatically changing the P12 curriculum the discrepancy would be even greater. Therefore, a group of faculty met and determined the MA in Education needed to be split into two separate degrees—as was an option for reconciling degrees with emphases that exceeded the common core. It was agreed to keep some courses in common with the two degrees as well as create a common research sequence that would enhance the single research class EDUC 615 that was pulling double duty as an introduction to education research and thesis preparation.

B. Integration of Planning Resources

Does program planning successfully align its curricular, personnel, and budgetary resources? Are its planning goals informed by student learning outcome data? Is program planning integrated into the Academic Affairs budgeting process?

As the MA program does not have a designated budget most curricular and personnel planning was done independently by specialization based upon cohort needs. As of Fall 2016 curricular and personnel planning has shifted to overlap cohort classes both within and between specializations in an effort to maximize resources. This practice was implemented based on the new Chair's observations that resources were limited rather than tangible budgetary data.

Academic Affairs budgeting is at the School of Education level rather than at the Graduate Programs or MA program level.

C. Professional Accreditation

If the program holds or is seeking professional accreditation, are its practices and resources consistent with that objective?

The Preliminary Administrative Services Credential within the P12 MA specialization does undergo accreditation review by the CTC. The most recent report was submitted electronically to the CTC in January 2017 and we are awaiting reviewer feedback.

VI. Conclusions

There are many areas for growth and improvement for the MA in Education Programs. Assessment of Program Learning Outcomes (PLO's) continues to be an area of needed attention, however, the PLO's for each specialization—along with the multiple specializations that have evolved over time have confounded the process and created a further complexity. Additionally, with the lack of systematic programmatic oversight for several years with specializations operating independently, as well as the lack of an electronic advising system that necessitates manual processing of student advising plans, little time is left for faculty to conduct coordinated learning assessment activities.

Significant changes have been made to the program that will be implemented in Fall 2017 based on the discussion in Graduate Programs Faculty Meetings in 16/17 AY as well as the results of this program review:

- The MA in Education will be split into two separate Masters Degrees: MA in Educational Leadership and MA in Education—each degree with two emphases.
- The thesis preparation and research sequence has been modified into a two-semester sequence.
- Students in all emphases have the option to do a thesis or a comprehensive exam.

The following are the five-year goals of the Graduate Programs Faculty for the School of Education MA programs based on program review results and ongoing discussions during the 16/17 academic year:

- We will revise Program Learning Outcomes for each degree and create an alignment matrix within each emphasis' coursework.
- We will work on developing a robust and sustainable process to collect and assess learning outcomes data including considering exit portfolios for each emphasis.
- We will develop a robust research course sequence geared toward consumers of evidence-based practices research and for conducting research and program evaluations.
- We will create a comprehensive MA Handbook that includes relevant policies, culminating experience options, as well as program learning outcomes and alignment matrices.
- We will create purposeful and relevant field experience sequences for the MA in Educational Leadership.
- We will persist in advocating for recruiting (faculty and students) assistance and resources at the institutional level.
- We will persist in advocating for electronic advising resources for post baccalaureate and graduate students at CI.
- We will begin to investigate mechanisms to support and sustain alumni relations.
- We will begin to investigate external funding opportunities to assist faculty, students, and staff.

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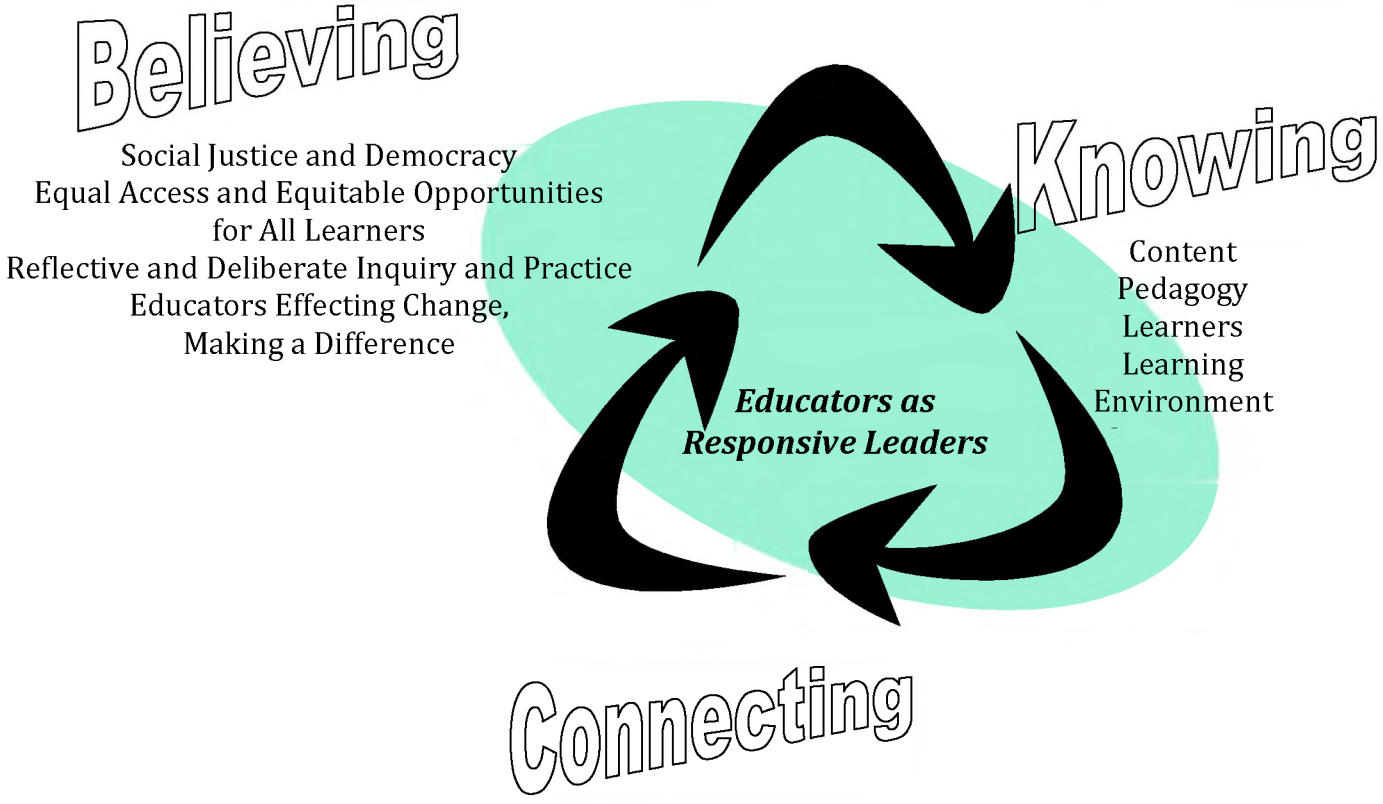
Appendix A

CSUCI School of Education
Conceptual Framework



The members of our community, the School of Education at CSUCI, understand that our work is in service to the ambitious, elusive, essential goal of democracy: all constituents must have equal rights and enjoy equal access to power and freedom. We further understand that our purpose is to advance the goals of social justice: to secure human rights for all, regardless of differences in ability, age, class, ethnicity, gender, race, religion, or sexual orientation; to promote equitable access to resources; and to build sustainable lives on a healthy planet. Therefore, we believe *all* students must have equal access to education and equitable opportunities for learning, because all students must be well prepared to participate in their local, state, national, and global communities.

We are committed to the goal of preparing educators as responsive leaders, not to "training" teachers and principals. We believe this is a crucial distinction in terms with high stakes attached. It is through education (from Latin, *educere*: to draw out, to bring forth) that people learn:

- to ask and pursue their own questions and to honor the questions of others;
- to effectively use essential knowledge and skills as the means for learning rather than as the ends of education;
- to discover and develop their voices, passions, and talents; and
- to become critical, productive, engaged, justice seeking, democratic citizens.

We specifically promote a vision of education that is defined in this way, through *educere*. This is very different from the vision promoted across the nation under the current accountability movement, an effect of which has been to move schooling away from *educere* and toward a more dogmatic kind of training. We believe it is through such training (from Latin, *tragere*: to pull; to manipulate into a desired form) that a people's capacity for democracy is threatened. It is through dogmatic training that people learn:

- to answer the questions of others;
- to study the essential knowledge and skills of the various disciplines as ends in themselves, rendering them useful for others' purposes;
- to value the rewards that are offered in exchange for obedience;
- to abandon their voices, passions, and talents and to rely, instead, on the authority of others for directing, evaluating, and making sense of their lives.

In short, we believe that democracy and social justice require a well educated populace, not a well trained one. In highlighting this point, we are intentionally naming and challenging a reality that exists for many schools: procedures, techniques, and scripts often supercede inquiry, creativity, critique, and relevance. This is especially true for those students, teachers, and schools who are understood as "failing." In such ways, schools actively perpetuate a colonial model of education, reproducing injurious social hierarchies (i.e., schools become sites of "social reproduction" where privileges are reserved for the privileged, and scarcity and blame are distributed to the disadvantaged). This model must be resisted, replaced with a vision of democratic schools in which students and educators work together, creating and engaging in genuine learning communities.

We are attempting to chart new pathways in our profession. We emphasize the emotional, intellectual, social, political, and cultural dimensions of teaching, leading, and learning. We do so by modeling and encouraging reflective and deliberate practice, and by helping candidates to appreciate not only the power they will have to influence the lives of their students, but also the power students will have to influence them. We emphasize the fact that educators who *believe* they can make a genuine difference in their classrooms, schools, and communities—in collaboration with students, parents, colleagues, and other community members—are the ones who actually do.

We are intentionally naming, challenging, and trying to chart new pathways in our profession that focus on the intellectual and political dimensions of teaching and leading so that students who are least privileged—particularly those who are poor, who are culturally and/or linguistically diverse, and/or who have special learning needs.

KNOWING

Systemic inequalities in the architecture of our schools and their curricula are largely unrecognized by parents and politicians when they address the "achievement gap" in our education system. A frequent response—driven by the conviction that knowledge is not only quantifiable, but also transferable from teacher to learner—has been to control, standardize, and homogenize the educational experience. In this context, teaching is cast as a rote activity that anyone can master. The faculty in our School of Education subscribe to much more active interpretations of what it means to teach, to learn, and to know.

Because we believe that knowledge must be constructed by the learner, it follows that we perceive teaching, learning, and knowing as creative acts. Further, we believe that these creative acts demand intellectual processes that integrate affective and cognitive elements of and in the mind. Finally, we hold that an educator's ability to be reflective and to act intelligently upon her or his reflections (i.e., the educator's "praxis") is directly dependent upon the breadth and depth of knowledge that serves as the foundation for reflection. Therefore, strengthening our candidates' abilities to synthesize complex sets of knowledge and skills is a responsibility we embrace as teacher educators.

All educators must obviously "know" content and pedagogy, but what does this "knowing" entail? Among other things, knowing content and pedagogy requires in-depth knowledge (continually constructed and reconstructed) of learning theories; research from a variety of disciplines (e.g., education, psychology, sociology, communication, linguistics, mathematics, science, history, political science, health), the specific concepts and skills to be taught at a particular grade level; students' current knowledge, skill levels, and interests; accommodations and modifications required by individual students for them to be successful; the developmental progression of knowledge and skills in each content area taught; grade-level standards and their articulation with those from other grade levels; and instructional resources available.

Knowing content and pedagogy also requires highly sophisticated skills in lifelong reading, learning, and reflecting; accessing and applying learning theories and research from relevant disciplines; assessing and evaluating students' knowledge and skills; unit and lesson planning; implementing appropriate accommodations and modifications for individual students; and effectively using available resources. The challenge to synthesize such complex sets of knowledge and skill is above all a creative one that is *necessarily* taxing of intellectual capabilities.

While the candidates in our programs either already have or are currently expanding their knowledge base through baccalaureate studies as a continuation of their P-12 experience, we are aggressive in encouraging them to intentionally cultivate lifelong habits of curiosity, inquiry, professional reading, learning, and reflecting. By reinforcing the intellectual and political dimensions of teaching and leading in this way, our hope is that the educators who graduate from our programs will be better prepared to negotiate the pressures they will likely face to subordinate their knowledge and creativity to external authorities. Our goal is to prepare educators to be leaders who will claim their authority to make decisions in their classrooms and schools, and who will base those decisions on established research, theory, and student-centered practice.

The social, emotional, and cultural dimensions of teaching and leading are essential counterparts to the intellectual and political dimensions, and they, too, are strongly emphasized in our programs. Candidates learn the importance of knowing themselves (e.g., understanding the advantages and disadvantages that can accompany social location; identifying and challenging assumptions, values, and biases), of knowing the learners in their care (e.g., interests and talents; abilities and challenges; families and cultures), and of knowing about the schools and communities in which they are working. They learn, too, about the importance of a positive classroom and school environment and the role it plays in allowing students to take the risks necessary for learning to occur. While facilitating academic achievement is clearly one goal of cultivating a strong knowledge base, the emotional, social, and cultural kinds of knowing are equally important elements of that foundation. In actuality, they are prerequisites for learning.

CONNECTING

As emotional, social, and cultural beings, it is connection that people of every age require. As intellectual and political beings, it is meaning we crave. Human beings, then, are meaning-makers who define our realities in terms of our relationships with each other and with the world. To serve human purposes, education must therefore facilitate connections among the people involved (students, teachers, parents, administrators, community members), and it must honor the questions that those people have decided are important enough to ask. For these reasons, the faculty in our School of Education name skilled inquiry resulting in changed behavior as the ultimate pursuit of education, and we name the existence of mutually valued relationships (between and among students, teachers, parents, and administrators) as an essential condition that allows the risk-taking and collaboration needed for genuine inquiry to occur.

We believe the quality of connection between students and teachers determines the quality of inquiry that can be undertaken in the classroom. Further, it is the quality of connection among administrators, teachers, and parents that determines the kind of inquiry they can pursue with each other. For the future of public education and the ideals of freedom and democracy to hold, we believe that educators as responsive leaders must learn to engage each other, parents, and other community members in discussions about essential questions in education—questions having to do with such foundational themes as purpose, access, and accountability. Connections between and among adults in schools is as essential a goal as building valued relationships between educators and students; therefore, we believe that students, teachers, parents, and administrators must have opportunities to create and participate in genuine learning communities within their classrooms and schools.

In the complexity of today's educational, social, economic, and political realities, we understand that it may be tempting for new teachers, in particular, to believe that education can be a more simplistic process. It may be tempting to reject the necessity of spending time on the ongoing challenges of valuing questions more than answers and of building relationships and learning communities with students, colleagues, parents, administrators, and members of the broader community. Perhaps most of all, it may be tempting to believe that youth can be both externally controlled and educated, or to think that knowledge can simply be delivered rather than actively constructed. However, we believe such ideas work to lead teachers, parents, principals, and other school leaders astray from their mission of *educating* students—that is, of preparing them not only for employment, but for using their questions, interests, talents, and voices to find meaning, to discover their value and sense of belonging, and to make contributions to their communities. Such simplistic ideas about education make it easier to understand teaching incorrectly, in our view, as the process of controlling and training students.

We believe that children and adolescents who are policed and controlled rather than trusted and inspired are being led away from vital connections with peers, with teachers, with content, and with sources of knowledge they may understand best. Democracy requires more than this. It requires that students learn to find their own authority, to value the authority of others, and to create and nurture relationships with the people and world around them.

As faculty, we acknowledge the daunting, practical challenges that accompany the theme of connection, in particular. We recognize that as experienced educators, each one of us is still working to cultivate strong connections with our own colleagues, students, content, and community. The relationships that our graduates are required to develop extend even farther, to the parents of the students in their care. We want to be clear, that a beginning awareness of the breadth and depth of the connection theme is what we expect of our candidates; and we coach our graduates to focus their connecting efforts strategically—engaging first around the needs of students, with expanding attention to other connections over time. Our programs are designed to help our candidates develop the beliefs, knowledge, and connections that will help them to become responsive leaders devoted to educating each and every learner in their care. Our pre-service teachers, interns, and administrators are consistently encouraged to understand that building this essential foundation will require a lifelong commitment.

Highlights Believing

- We believe: in the ideals of social justice and democracy; in each student's right to equal access and equitable opportunities for learning; in the value of reflective and deliberate inquiry and practice; in each educator's power to effect change and make a positive difference in students' lives, in their classroom, school, and/or community.

- *All* students must have equal access to education and equitable opportunities for learning, because they all must be prepared to participate actively and effectively in their communities.

- We are committed to the goal of preparing educators as responsible leaders, not to the dogmatic "training" of teachers and principals. Democracy requires a well educated populace, not a well trained one.

- A colonial model of schooling exists where authority is only top-down, and where procedures, techniques, and scripts have superceded inquiry, creativity, critique, and relevance. This model and the social hierarchies it reproduces must be resisted and replaced with a vision for democratic schools.

- Educators have the power to change the world, especially when that challenge is understood in local terms: as expanding possibilities for a particular child, classroom, school, or community.

Highlights Knowing:

- Teachers and administrators must *know*: content; pedagogy (the synthesis of content, theory, research and methods); learners; how to create an inclusive learning environment; and the communities and schools in which we practice.

- Effective educators are thoughtful and deliberate professionals who define their work dynamically, as a continuous cycle of reflection and action. This essentially spiral relationship between thinking and doing is called "praxis."

- Effective praxis, which is continually constructed and reconstructed, is only as effective as the strength of the knowledge base that serves as its foundation. This knowledge base, of course, is also continuously under construction and reconstruction.

- Knowledge must be constructed by the learner rather than deposited by one who is learned. Therefore, the intellectual dimension of teaching and learning is necessarily creative.

- Our goal is to prepare educators to be leaders who will claim authority to make decisions in classrooms and schools, and who will base those decisions on established research, theory, and student-centered practice.

- While facilitating academic achievement is clearly one goal of cultivating a strong knowledge base, the social, emotional, and cultural kinds of knowing are equally important elements of that foundation. In actuality, they are prerequisites for learning.

Highlights:

- All educators must be able to *connect*: theory, research and practice; schools and families; with colleagues; learners with content; learners with the classroom, school, and broader community.

- To serve human purposes, education must facilitate connections between and among the people involved (students, teachers, parents, administrators, community members), and it must honor the questions that those people have decided are important enough to ask.

- We name skilled inquiry resulting in changed behavior as the ultimate pursuit of education, and we name the existence of mutually valued relationships (between and among students, teachers, parents, and administrators) as an essential condition that allows the risk-taking and collaboration needed for genuine inquiry to occur.

- Students who are policed and controlled rather than trusted and inspired are being led away from vital connections with peers, with teachers, with content, and with sources of knowledge they may understand best. Educators as responsive leaders guide students to find their own authority, as well as to value the authority of others.

- Democracy requires a school system that prepares students not only for employment, but also for using their questions, interests, talents, and voices to find meaning, to discover their value and sense of belonging, and to make contributions to their communities.

Appendix B. SOE By-laws 2017

I. Unit Definition

The School of Education (SOE) at California State University Channel Islands (CI) is organized into three sub-units according to student classification: Undergraduate Programs, Teacher Credential Programs, and Graduate Programs. Faculty members are appointed in the areas of early childhood studies, liberal studies, education specialist and disability studies, elementary education, secondary education, curriculum & instruction, and educational leadership. A number of faculty teach across program areas. In addition to faculty, the SOE also houses the credential and field placement office. The SOE offers four degree programs: Bachelor of Arts in Liberal Studies, Bachelor of Arts in Early Childhood Studies, Master of Arts in Education and Master of Arts in Educational Leadership. An Educational Doctorate in Educational Leadership is jointly offered with Fresno State University. The unit offers credentials in: multiple subjects; single subject in English, math, the sciences, and social science; education specialist mild/moderate; Bilingual Authorization; Teacher Intern and Administrative Services. All courses with prefixes EDUC, EDMS, EDML, EDSS, EDPL, SPED, ECS, EDCI, HLTH, LS and PHED are offered through the SOE. The SOE has a Dean of the School, Director of Credential Services and Field Placement, tenured and probationary faculty, full time and part time lecturer faculty and administrative staff. All faculty and staff are employed under two Collective Bargaining Unit Agreements.

II. Unit Mission Statement

The School of Education is devoted to the advancement of teaching and learning. Our mission for teacher education begins with a vision for P-12 schools in the 21st century and the early care and development of children. The transformation from an industrial economy to an information society in the U.S., combined with an increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Young people who complete their schooling are the most educationally, socially and economically advantaged. They become adults who are lifelong learners and have the basic skills necessary for leading a full and rewarding life in an interdependent society and an information and service driven economy. The power of educators to make the fundamental difference in students' lives makes education the most important social service. A significant majority of P-12 teachers in the United States receive their education from the CSU system.

Our Education Programs contribute to the profession by facilitating the development of teachers and school administrators who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. Our graduates are reflective about their teaching, their attitudes, and their ability to work in collaborative analytical teams.

III. Unit Membership and Administrative Assignments

- **Tenure-Track Faculty**

Tenure-track faculty members are expected to participate in University, SOE, and community service, as outlined in the SOE Professional Personnel Standards. SOE Committee assignments will be determined through either election or chair appointment early each fall semester. In addition, tenure-track faculty members are expected to perform peer evaluations of lecturer faculty when requested by a Chair. Though not required, temporary faculty (lecturers) are encouraged and welcomed to serve on committees.

Officers
The following officers serve the School of Education:

School of Education Chairs: There are three program sub-units within the SOE, each with a chair or co-chairs who share responsibilities:

- Undergraduate Programs
- Teaching Credential Programs
- Graduate Programs

Program Advisors: The following programs may have tenure track faculty advisors:

- Early Childhood Studies,
- CODEL program,
- Master of Arts in Educational Leadership,
- Master of Arts in Education,
- Multiple Subject Credential Program,
- Single Subject Credential Program,
- Educational Specialist Credential Program,
- Bilingual Authorization.

- **Officer Responsibilities**

The SOE Chairs (hence forward referred to as the "Chairs" in this document) oversee the operations of respective degree and credential programs within the SOE and fulfill all personnel-related functions for all faculty members within the SOE. The chairs shall be responsible for assisting in planning and administering the academic programs, managing the sub-unit budget, advising the Dean regarding fiscal resources and budget planning for the school, preparing required reports, administering personnel matters within the sub-unit, preparing job descriptions, recruiting faculty and staff, and performing such other

matters as determined through consultation with the Dean that will ensure SOE work is accomplished.

The Program Advisors advise students in the BA, Credential, and graduate programs, manage initial candidate issues and concerns, schedule courses in conjunction with the chair, provide consultation to the Chairs when hiring new temporary faculty, provide consultation to the Director of Field Placement and Credential Services to facilitate the task of placing students in course-related field work, and work with the Director of Field Placement and Credential Services in respect to candidate field supervision. Program advisors serve as the faculty of record in curricular production and modifications.

Officer Term and Term Limits
The Chairs and Program Advisors serve a 3-year term. There are no term limits, but they serve at the will of the Dean.

- **Votes of Confidence/No Confidence for Chairs**

Any faculty member may call for a vote of no confidence in a Chair at any scheduled faculty meeting. A vote of no confidence will be taken by secret ballot at the meeting with faculty exercising the same voting privileges specified for the election of the Chair. Only those present may vote. The result of a vote of no confidence will be reported to the Dean.

- **Election of Officers**

All tenure-track faculty members in the SOE are eligible to serve as Chair. In the spring semester of the last year of the current Chair's term, the Dean will send out a call for nominations for Chair. The list of nominees will be circulated to all tenure-track and temporary faculty with notice that the vote will be held between certain dates. On the first day of the election, a designated SOE staff member will distribute ballots to all faculty eligible to vote. Elections can be conducted electronically, if desired, using a secure system such as Qualtrics. A simple majority vote determines the outcome of election.

The Program Advisors are, in consultation with the Chairs, appointed by the Dean.

- **Process by Which Chairs Are Recommended to the Dean**

The result of the vote for Chair will be forwarded by the designated SOE staff member to the Dean. The program faculty will be informed of the election results.

- **Voting Rights**

Tenure-track faculty and temporary faculty (lecturers) holding full-time appointments (based on annualized WTU assignments) each have one full vote. Temporary faculty holding less than full-time appointments (less than 15 WTU in the voting semester) have a half-vote. This applies to the election of Chairs as well as all program decisions during program meetings.

- **Officer Evaluation**

Program Chairs will be evaluated in the spring semester of the second year of their term, following the Chair Evaluation Policy approved by the Academic Senate.

IV. AMENDMENTS

An amendment to these by-laws shall be adopted and become effective when it has satisfied all of the following conditions: (a) has been voted on in a faculty election by voting eligible faculty, (b) has received a simple majority vote of the voting faculty, (c) is approved by the Dean, and (d) is found to conform to CI's policies and all memoranda of understanding between University administration and the faculty.

In the event that an amendment is adopted by the faculty and is not approved by the Dean, the amendment shall be adopted and shall become effective if, in a second vote it receives a favorable vote of no fewer than a three-fourths majority of the ballots cast and is found to conform to CI's policies and all memoranda of understanding between the University administration and faculty.

Changes to these by-laws of a non-substantive, clerical nature (position titles, group or committee names, typographical changes), may be made by the Chairs with approval of the faculty.

V. RATIFICATION

This document shall be ratified when all of the following conditions have been satisfied: (a) a favorable vote of no fewer than a two-thirds majority of the ballots cast (within which two-thirds of the tenure-track faculty vote must be represented); and (b) approval by the Dean. Thereafter, the document shall become effective when it is found to conform to CI's policies and all memoranda of understanding between the University administration and faculty.

Appendix C

Culminating Experience Guidelines

Master of Arts in Education

School of Education

California State University Channel Islands

September 5, 2008
Revised October 8, 2009
Revised October 17, 2012

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California State University Channel Islands
University Policies

Academic Honesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. For further information on academic dishonesty and disciplinary actions, please visit the Administrative Policy manual Website at http://policy.csuci.edu or the Academic Senate Policy Website at http://senate.csuci.edu/policies.htm.

Students with Disabilities

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are requested to inform the professor and the campus Disability Resource Programs in writing. Adaptation of methods, materials, testing, or practicum may be made as requested and required to provide for equitable participation in the course. For further information contact the University's Disability Resource Programs at 437-3331.

Culminating Experience Committee

A thesis, project, or exam committee may consist of tenured and tenure-track faculty and/or lecturers with doctoral degrees.

Graduate Student Status

1. Conditional classified: Candidate is missing one or more of the following requirements:
    - Curriculum & Instruction: Teaching credential optional, one year teaching experience
    - Educational leadership: CBEST, advanced technology, a course in special education. Teaching credential optional.
    - Special education: Teaching credential optional
2. Classified: Conditional requirements met
3. Advance to candidacy: Candidate may only register for culminating experience in their final semester, candidate has met the requirements for eligibility for a Masters degree, including a 3.0 GPA and with no incompletes in required course work.

Eligibility for a Masters Degree in Education

To be eligible for the Master's degree, the candidate shall have completed the following minimum requirements:

1. Requirements for the Degree:
    a. The completion of a specified course of study approved by the Curriculum Committee at CSUCI
    b. A minimum of thirty semester units of approved graduate work. (SP05-28)
    c. Completion of graduate work in no more than 7 years. (SP05-23)
    d. At least 21 semester units must be completed in residence as indicated in the University Catalog.

e. Seventy percent of the degree must be at 500 and 600 level. When undergraduate 400-level courses are taken, extra work must be completed. (SP05-24)
f. No more than six semester units shall be allowed for a thesis, project, or comprehensive exam preparation. (SP05-25)
g. Additional Master's (SP11-06) + how many units can carry

2. Advancement to candidacy: A candidate who has been granted classified standing will be advanced to candidacy after a request is filed for graduation by the student and an affirmative recommendation is made by the graduate advisor. An overall minimum grade point average is 3.0 (B) and a minimum grade point average of 3.0 for all study plan course work is required. A course in which no letter grade is assigned, shall not be used in computing the grade point average. Other scholastic requirements, professional standards, passing of examinations, and other qualifications may be required.
3. Satisfactory completion of a thesis, project, or comprehensive examination.
4. Students holding a master's degree who wish to pursue an additional, master's degree must obtain prior approval in writing from the appropriate administrator and/or program chair. No more than six units used to satisfy the requirements of a completed master's degree may be used to satisfy the requirements of any additional degrees. The additional degree(s) should not be identical to prior degrees in terms of scope and objectives. (SP 11-06)

Timeline for Completion

Candidates must check approval dates outlined by the Enrollment Services to ensure a reasonable timeline for completion of the culminating experience, and submission of the completion of a degree.

1. Fill out and file the Application for Graduation form with the Admissions office the semester *before* completing the culminating experience. Check the form deadlines with Admissions.
2. During final semester, make an appointment for graduation check with the graduate advisor.
3. When completing the culminating experience, register for the Thesis/Project EDUC 616, Comprehensive Exam EDUC 618, or Project EDUC 619 as approved by the advisor.
4. Students who do not complete their degree programs at the end of Spring semester, may participate in Commencement if they have no more than 10 units pending toward their degree. (SP02-05). This means that their degrees will be conferred at the next available graduation term, which is summer. Summer has a degree date of August 31.
5. Graduate students who complete a thesis or written project in partial completion of their degree requirements shall provide the library with the thesis or projects, preferably in a cross-platform digital format such as a PDF file. The material submitted to the library shall include a signature page indicating approval of the thesis or project, the title of the thesis or project, the degree being granted and the name of the student. Submissions should be made to the library by the last day of the semester that the degree is awarded. Diplomas will be issued to students upon acknowledgement by the

library to the Registrar that the required material (thesis or project, and signature page) has been received by the library. (SP11-11).

Culminating Experience Options

TYPE	WHO SHOULD CHOOSE THIS OPTION?	DESCRIPTION
Thesis	Candidates interested in research, learning to conduct research on their own instruction or their students' learning, trying to test a solution to an identified problem.	A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.
Project	Candidates interested in providing leadership beyond the classroom level.	A project is a significant undertaking appropriate to the professional field. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense or presentation may be required.
Exam	Candidates interested in integrating and synthesizing research and theory to analyze and solve real life problems.	A comprehensive examination is an assessment of the candidate's ability to integrate knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation.

Culminating Experience:

THESIS

Thesis should be completed by:

Candidates interested in research, learning to conduct research in their employment setting, trying to test a solution to an identified problem.

Description

A thesis is a written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. A presentation and an oral defense of the thesis may be required.

Process

1. Check the approval dates outlined by the Enrollment Service to ensure that you set a reasonable timeline for yourself for completion of the thesis and submission for completion of the degree. A thesis that does not meet the deadline will force a later graduation date.
2. Fill out and file Application for Graduation form with the Admissions Office the semester before taking the examination. Check deadlines with the Admissions Office.
3. Inform your academic advisor who will work with you to identify a thesis chair.
4. Register for EDUC 616 Masters Thesis (variable 1-3 units, repeatable up to 6).
5. Prior to beginning the research, meet with your thesis advisor to discuss the proposed research. The research proposal must be approved by the thesis advisor.
6. With the thesis advisor's approval, complete the appropriate Institutional Review Board application (if applicable) prior to beginning the data collection phase of the study.
7. The thesis advisor will provide you with feedback on each stage of the project and will guide you through the thesis process.
8. The thesis will be read by a minimum of two readers.
9. Obtain a set of guidelines for completion and submission of the manuscript from the Library.
10. See Timeline for Completion section for instructions on filing the thesis.

Thesis Chapters

The APA Style Manual contains information on the elements of a thesis as do most educational research texts. Be sure to check with your faculty advisor to ensure that all the desired elements are included. **Your advisor will provide you with additional guidelines.** In general, a thesis contains the following:

Chapter One

a. Introduction
b. Statement of the Problem
c. Research Question/s
d. Researcher Perspective (at discretion of advisor)
e. Theoretical/Conceptual Framework
f. Definition of Terms
g. Limitations of Study

Chapter Two

Literature Review –Summarize and synthesize major themes from current relevant peer reviewed literature, including topics and sub-topics that illuminate your research question.

Chapter Three

Method -- include the following: sources of information, contextual information (e.g., the school or community being studied, policies, legislative history, case law), people involved and how they were selected, use of various tests, measuring devices, instruments, interview, survey, focus group, etc.
Procedures to be used in data analysis (group the procedures in categories – for example: sample, measurement, data analysis.)
Implications for practice, reflections on the process

Chapter Four

Results: This section includes a discussion of the approach to data analysis, e.g., coding of data, themes, initial findings, interpretive analysis, including an analysis of the data, moving from basic findings to deeper analytical and critical presentation of the findings. Overall, the intent is to address the original research question/s and present the findings in this context.

Chapter Five

Discussion: This Chapter is your chance to explain what you think the results of your study mean. Most masters thesis will use the following subheadings. Refer to your faculty advisor for an appropriate outline for your thesis.

a. Conclusions
b. Implications for practice and/or policy
c. Future Research/next steps

Culminating Experience:

PROJECT

The Project should be completed by:
Candidates interested in providing leadership according to their program of study, e.g. professional development, school principal, central office, private industry.

Description

Define a need in area of study related to completed coursework such as Leadership, Special Education, Curriculum, or professional development. Meet the need through the design, development, and implementation of a project that has not been previously addressed by others.

Process

1. Check the approval dates outlined by the Graduate Office to ensure that you set a reasonable timeline for yourself for completion of the project and submission for completion of the degree. A Culminating Project that does not meet the deadline will force a later graduation date.
2. Fill out and file Application for Graduation form with the Admissions Office the semester before taking the examination. Check deadlines with the Admissions Office.
3. Inform your academic advisor who will work with you to identify a culminating project chair.
4. Register for EDUC 616 Masters Thesis/Project.
5. After you have selected your faculty advisor and/or committee and have had a preliminary discussion about your ideas, identify a problem/topic for which you would like to explore a solution. Prepare a written three to five page synopsis outlining your project topic and submit to your advisor/committee. You should include the problem/topic you want to address and a brief description of how you plan to address it. The advisor/committee will provide feedback and approval for you to move forward wit your project.
6. Obtain IRB approval if your project involves the use of human subjects. You cannot submit an IRB application until your advisor/committee approves your project.
7. All projects must have a written component. The length of your paper will depend on the nature of your project work and the recommendation of your advisor/committee. Your paper should follow the most current APA format. The paper may include the follow following sections:
    a. Chapter 1 – Introduction
        i. ***Identify and clearly state the question you will explore.*** Explain what you hope to accomplish in your project. What issue is to be addressed and explored? ***What are your sub-questions?*** Be very clear ***about your question***. Definitions of terms must be very clear in this section. Do not

assume that the reader knows what you mean when you use educational jargon. Everyone might not agree with your definitions, so you can define them and call them operational definitions.

b. Chapter 2 – Literature Review –
    i. Review what is currently known (and not known) about the issue to be explored by reviewing scholarly articles and books relevant to your question. Frame your question/s in a theoretical context. On what theories/principles are you basing your project? What are your assumptions? The review of the literature puts the question into perspective and lets the reader know why the project is of significance. ***You must have a minimum of 15 refereed journal articles.***
c. Chapter 3 – Process/Product
    i. Outline the process that was used to develop the project. This chapter will highlight the conceptual grounding of Chapter Two and relate how you used the theoretical context in your project.
d. Chapter 4 – Implementation
    i. Discuss the implementation of your project. Outline step-by-step what you did.
e. Chapter 5 -- Results
    i. What was the impact of your project? Summarize the effects of the project on your teaching, students, school, and district, and discuss any policy implications.
f. Chapter 6 – Conclusions/Next Steps
    i. Describe what was learned from the implementation and what revisions or extensions might be developed in the future.

8. Submit a final draft of your project to your advisor/committee for review and final recommendations.

9. Disseminate your project publicly. Dissemination can be a publication, or a presentation to relevant audiences.

Culminating Experience:

COMPREHENSIVE EXAMINATION

Examinations should be completed by:

Candidates interested in demonstrating the ability to integrate and synthesize research and theory to analyze and solve real life problems.

Description:

The purpose of the comprehensive exam is to evaluate the candidate's ability to (a) analyze a real life (applied) problem from policy, research, and theoretical perspectives, using course work and other non-university experiences as evidence; and (b) make informed, evidence and research based suggestions on how to address the problem, and (c) what further questions to ask and data to collect to address the problem.

Program areas within the School of Education may determine the format to be either a take-home or an on-site exam for a specific cohort.

Process

1. Meet with the faculty advisor to determine if you are eligible for EDUC 618, for which students can register only during their last semester of completing MA requirements.
2. Fill out and file Application for Graduation form with the Admissions office the semester before taking the examination. Check deadlines with the Admissions office.
3. Check the approval dates outlined by the Graduate Office and Admissions to ensure that the candidate sets a reasonable timeline for completion of the examination, and submission for completion of the degree.
4. Register for the Comprehensive Examination Preparation Seminar EDUC 618 for the semester of taking the exam.
5. Attend seminar sessions.
6. Review course readings, hand-outs, and your notes from all courses to identify areas for review.
7. Begin to integrate and synthesize course content.
8. Raise questions.
9. Write sample essays.
10. Review exam rubrics to evaluate your sample essays.
11. Take the exam as designed by you program area.

NOTE: The program/specialization areas decide whether exams are read by one or more readers. In the event that responses are deemed inadequate, the faculty reserves the right to obtain a second reader, request an additional response or assign additional study to support an additional administration of the examination.

Appendix D
Masters of Education Learning Objectives Assessment Matrix
Disability Studies

Program Learning Objective/Courses			
Demonstrate knowledge of current research, theory, and best practices in education and chosen area of specialization	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that addresses this standard (Please describe)**
EDUC 605	Diversity		
EDUC 615	Research methods		
EDUC 616	Thesis		A thesis based on original research
EDUC 618	Comprehensive examination		A comprehensive examination synthesizing current research, legislation, and case law
EDUC 619	Project		A project based on action research in an applied setting
SPED 641	Special education policy and politics	Current research; legislation; case law	
SPED 690	Current topics in special education	Focus on own area of interest and expertise to deepen the knowledge base	An annotated bibliography; development of research questions for the culminating experience
Demonstrate in in-depth knowledge of research on serving all students particularly related to students with diversity of ability, language, culture, socio-economic status, and gender.	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that addresses this standard (Please Describe)**

EDUC 605	Diversity		
SPED 690	Current topics in special education (incl. over-representation of minorities and males in special education)	Focus on own area of interest and expertise to deepen the knowledge base	An annotated bibliography; development of research questions for the culminating experience
EDUC 617	Action research	Qualitative, quantitative, and mixed methods	A research proposal, including question(s), literature review, research design, timeline, methods of analysis, expected findings
Demonstrate skills in creating equitable classrooms, groups and programs	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that addresses this standard (Please describe)**
EDUC 605			
Demonstrate knowledge of Assessment and assessment design	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that addresses this standard (Please describe)**
EDUC 617	Action research		
SPED 643			
Advocate Effectively for children, families and service delivery systems in chosen area of speciialization	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that address this standard (Please describe)**
SPED 641.	Special education policy and politics	Parent advocacy,	
Effectively engage families in education	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment of Project that addresses this Standard (Please describe)**
EDUC 605			
SPED 646			
Analyze policies	**Primary Focus**	**Supporting**	**Significant Assignment or**

related to schooling, school wide reforms and proven practices	in Course	Focus in Course	Project that addresses this standard (Please describe)
SPED 641.	Special education policy and politics	Policy analysis, review of current research, "best practice," and case law	
Demonstrate knowledge of legal developments and their ramifications.	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that addresses this standard (Please describe)**
SPED 641	Special education policy and politics	Case law, pending bills, institutional analysis at state and federal levels	
Communicate and establish collaboration among peers, school and community.	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that addresses this standard (Please describe)**
Lead and conduct professional development in area of expertise	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that addresses this standard (Please describe)**
SPED 690	Current topics in special education		
Act as mentor for other professionals	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that addresses this standard (Please describe)**
.SPED 690	Current topics in special education		
Design, conduct, and present a Masters thesis, project or examination.	**Primary Focus in Course**	**Supporting Focus in Course**	**Significant Assignment or Project that addresses this standard (Please describe)**

.EDUC 616	Conduct original research, analyze, write		Thesis
EDUC 618	Synthesize current research, legislation, and case law		Comprehensive examination
EDUC 619	Conduct an intervention or develop or field test a curriculum in an applied setting, write up the process		Project

Appendix E

MA Outcome Alignment: Curriculum & Instruction Specialization

MA Program Outcomes

I. Demonstrate knowledge of current research, theory, and best practices in education and chosen area of specialization.
II. Demonstrate an in-depth knowledge of research on serving all individuals particularly related to students with diversity of ability, language, culture, socio-economic status, and gender; .
III. Demonstrate skills in creating equitable classrooms, groups and/or programs.
IV. Demonstrate knowledge of assessment and assessment design.
V. Demonstrate knowledge of skills needed to advocate and/or effectively engage children, families and/or service delivery systems.
VI. Demonstrate knowledge of policies, legislation, and case law related to schooling, school wide reforms and proven practices.
VII. Demonstrate knowledge of skills needed to communicate and establish professional collaboration with others.

C&I Program Outcomes

A. Evaluate and synthesize current research, theory, and best practices in education and chosen area of specialization
B. Analyze historical, political, and philosophical approaches to curriculum and instruction
C. Design and conduct educational research
D. Identify and evaluate current academic and legal issues in PreK-12 teaching and
E. Design and implement curriculum to enhance PreK-12 student learning with special emphasis on students with diversity of ability, language, culture, socio-economic status, and gender
F. Design and implement advanced instructional methods to enhance PreK-12 student learning
G. Design a variety of assessment tools and strategies that inform teaching practices

Appendix N. Tenure-line Graduate Programs Faculty CV's

Jeanne M. Grier

One University Drive
California State University Channel Islands
Camarillo, CA 93012

(805) 437-8987 Office

Jeanne.Grier@csuci.edu

EDUCATION

1995 – 1998: Ph.D. Teaching and Teacher Education, Ecology and Evolutionary Biology minor. University of Arizona, Tucson, Arizona. Dissertation Titled: *Content Construction: How Content Becomes Curriculum in Secondary Science Classrooms*. Chair: Dr. Walter Doyle.

1990 – 1994: M.Ed. Curriculum and Instruction, Science Education, Biology Emphasis. University of Missouri-Columbia, Columbia, Missouri.

1990 – 1992: State of Missouri Secondary Teaching Credential in Science (Biology) and Mathematics. University of Missouri-Columbia, Columbia, Missouri.

1986 – 1990: B.A. Interdisciplinary Studies: Biology, Chemistry, Art. University of Missouri-Columbia, Columbia, Missouri.

PROFESSIONAL APPOINTMENTS & EMPLOYMENT

California State University Channel Islands, Camarillo, California
2016 – Present: Chair, Graduate Programs, School of Education
2014 – Present: Coordinator and Advisor, MA in Education, Curriculum & Instruction
2011 – Present: Professor of Secondary Education
2006 – 2011: Associate Professor of Secondary Education
2004 – 2014: Coordinator and Advisor, Single Subject Credential Program
2002 – 2006: Assistant Professor of Secondary Education

North Central College, Naperville, Illinois
1998 – 2002: Assistant Professor of Education

University of Arizona, Tucson, Arizona
1998, Summer Instructor, BIOC 633: Secondary Biology Laboratory Curricula, Graduate Course, Department of Biochemistry
1997 – 1998: Secondary Practica Field Placement Coordinator, Department of Teaching and Teacher Education
1997 – 1998: Graduate Fellow Coordinator, 11th Annual College of Education Graduate Student Colloquy, College of Education
1997, Spring: Graduate Teaching Assistant, TTE 300: Classroom Processes and Instruction, Department of Teaching and Teacher Education, Dr. Walter Doyle
1996 – 1998, African Grey Parrot Training Assistant, Department of Ecology and Evolutionary Biology, Dr. Irene Pepperberg

1995 – 1998: Graduate Research Assistant, Project Evaluator, University of Arizona Biology Teaching Project, National Science Foundation Grant, Department of Biochemistry, Dr. Martha Narro

Blue Springs R-IV School District, Blue Springs, Missouri
1992 – 1995: Public High School Biology and Math Teacher, Blue Springs High School. Awarded sophomore teacher of the year: 1993-94 and 1994-95

University of Missouri-Columbia, Columbia, Missouri
1991: Graduate Teaching Assistant, Biology 12: General Botany, Department of Biology
1991, Summer: Research/Technical Microbiology Laboratory Assistant, Division of Biological Sciences, Dr. Linda Chapman

UNIVERSITY & SCHOOL LEADERSHIP AND EXPERIENCE

2016 – Present: Chair, Graduate Programs, School of Education
Organized faculty and collaboratively prepared the Administrative Services Preliminary Credential Program Report to CTC. Led faculty discussions and implementation of splitting the MA in Education into two separate degrees—adding an MA in Educational Leadership—to reach compliance with new Executive Orders from the CSU Chancellor's Office. Scheduled classes with attention to faculty workload, entitlements, and student schedule preferences.

2014 – Present: Coordinator and Advisor, MA in Education, Curriculum & Instruction
Lead faculty and program co-author, responsible for curriculum, program assessment, advisement, adjunct hiring recommendations, and course scheduling much like a chair. Collaboratively created the MA Handbook and program policies to align with CSU Executive Orders and CI Academic Senate policies.

2013 – 2016: Chair, Academic Senate
The Senate is one of two policy-making bodies at CI. This body is responsible for all policies pertaining to faculty, curriculum, and student academic policies. The Senate Chair is elected by all tenure track faculty and lecturer senators (n~115 in AY 14-15) and may complete up to three consecutive one-year terms. The Chair meets regularly with the President, Provost, and other Cabinet Members. Chair responsibilities include facilitating Senate and Senate Executive Meetings, coordinating Senate Committees and their work creating and reviewing policies, assigning faculty to University Committees and serving on numerous university committees such as the President's Policy and Planning Council, the Provost's Council, and the Strategic Resources Planning Committee.

2015: Member, CI 2025 Steering Committee; Member, Subgroup on Curriculum
CI 2025's success depends on the involvement of a wide representation of community stakeholders. The work of CI 2025 occurs within the framework of the University's Strategic and Physical Master Plans. Mission, values, vision and strategic priorities

guide the deliberative and planning process. To that end, planning groups have been created to allow for broad representation and inclusion of diverse perspectives and ideas. Each group has a specific charge relating to various programs, projects, and issues within their areas of focus, and report to a steering group, which will synthesize the information in preparation for presentation to senior leadership. (Adapted from: CI 2025 University Planning Strategy document).

2015: Co-chair, Division of Academic Affairs Strategic Planning Steering Committee
Co-chaired with the Provost and Dean of Business, led division strategic planning efforts. Created a collaborative and inclusive process for the division staff and faculty to provide input, ideas and feedback. Assisted and led the steering committee towards the development of a final product ready for implementation.

2014 – 2015: Member, University Strategic Planning Steering Committee
Invited member of campus-wide steering committee that developed initial drafts of new university strategic plan based on campus and community input, facilitated campus review, and completed the final draft under the guidance and leadership of the Provost.

2014 – Present: Task Force Co-chair/Chair for: Perpetual Academic Calendar Task Force, Senate Restructuring Task Force, and On-line Teaching and Learning Policy Task Force
Led these three task forces over a two-year period – responsible for creating deliberative and collaborative processes based on solicited campus data and practices. Policies resulting from these task forces were presented to the Academic Senate. The Policy for On-line Teaching and Learning has been recognized in the system as an exemplar for the importance of the faculty role in on-line teaching and curricular decision-making.

2005 – 2014: Principal Investigator and Project Director, Math and Science Teacher Initiative
Secured over $530,000 in nine years for scholarships for math and science teachers entering the Single Subject Credential Program. Worked with the Math and Biology departments to implement the innovative "Learning Assistant (LA) Program" that offered opportunities for interested undergraduates to be learning assistants in lectures and laboratories to gain interest and experience in teaching. The LA Program was modeled after a similar program at the University of Colorado and continues in the biology program. The grant is funded through the CSU Chancellor's Office.

2004 – 2014: Coordinator and Advisor, Single Subject Credential Program
Lead faculty and program author, responsible for curriculum, biennial assessment reports to CCTC, student advisement, adjunct hiring and mentoring, and course scheduling—many duties of a chair. Created and updated program handbook and program policies. Recruitment and field placement oversight were secondary duties.

2002 – Present: Leadership on various University and Senate Committees at CI

Served on and chaired many senate standing and advisory committees and task forces. Please see pages 12-14 for a list of committees and roles. Of special note are: General Education Committee, Curriculum Committee, Academic Planning Committee, Schedule Task Force, Committee on Committees, and Search Coordinating Committee

TEACHING

California State University Channel Islands. Camarillo, California (2002-Present)

Post-Baccalaureate & Multiple Subject Credential courses in Education:
EDUC 520—Observing and Guiding Behavior in Multicultural/Multilingual and Inclusion Classrooms; EDMS 529—Science, Health, and Physical Education

Single Subject Credential courses in Education:
EDSS 530—General Secondary Methods; EDSS 532—Teaching Science in Middle Schools; EDSS 542—Teaching Life/Physical/Geo Science; EDSS 571—Student Teaching Seminar First Semester; EDSS 581—Student Teaching Seminar Second Semester; EDSS 575—Student Teaching Middle School Supervision; EDSS 585—Student Teaching High School Supervision

MA in Education, Curriculum and Instruction Specialization
EDCI 605—Assessment in the Classroom; EDCI 645—Issues in Secondary Education; EDCI 655—Advanced Classroom Management Theory

North Central College, Naperville, Illinois (1998-2002)

Undergraduate courses in Education:
EDN 100—Introduction to Education; EDN 240—Classroom Management; EDN 250—Secondary Middle/High School Methods; EDN 346—Secondary Science Methods; EDN 251—Middle School practicum supervision; EDN 371—High School Science practicum supervision; EDN 485—Secondary science student teacher supervision

Graduate courses in Curriculum & Instruction:
EDN 501—Authentic Assessment Strategies for the Classroom; EDN 504—Cooperative Learning; EDN 692—Special Topics: Modern Genetics: Scientific Inquiry; EDN 692—Special Topics: Advances in Genetics: Creating the Learning Environment to Support Scientific Literacy

SELECTED SCHOLARLY ACTIVITIES *FULL LISTING AVAILABLE ON REQUEST

Refereed Publications—Dissemination of Scholarly Work in Publications

Grier, J.M & Johnston, C.C. (2012). STEM Professionals Entering Teaching: Navigating Multiple Identities. *Journal of Science Teacher Education*, *23* (1), p. 19-44.

Denney, M. K., Grier, J. M., Buchanan, M. (2011). Establishing the validity of a portfolio assessment framework for preservice teachers: A multiple perspectives approach.

Teaching in Higher Education. http://dx.doi.org/10.1080/13562517.2011.640997

Grier, J. M. & Johnston, C.C. (2010). Toward retaining second career STEM teachers: The influence of transitioning professional identities. Published in the Proceedings of the 2010 National Association for Research in Science Teaching Annual Meeting in Philadelphia, PA, March 2010.

Grier, J.M. & Johnston, C. (2009). An inquiry into the development of teacher identities in STEM career-changers. *Journal of Science Teacher Education, 20* (1), p. 57-75.

Johnston, C.C &. Grier, J. M. (April, 2009). STEM Career-changers in their first years of teaching: A follow-up study. Published in the Proceedings of the 2009 National Association for Research in Science Teaching Annual Meeting in Garden Grove, CA, April, 2009.

Grier, J.M. & Johnston, C. C. (2008). *STEM Career-changers transition to teaching: I have to become a student again?* (ERIC Document Reproductive Service No. ED501492).

Grier, J.M., Denney, M. & Clark, M. M. (2006). *A tale of two programs: A comparative study of electronic portfolio assessment in teacher education.* (ERIC Document Reproductive Service No. ED494953).

Johnston, C. & Grier, J.M. (2006). *A study of scientists and engineers as mid-career secondary teaching professionals.* Published in the Proceedings of the ASTE International Conference 2006. http://aste.chem.pitt.edu/

Luft, J.A., Narro, M.& Slaughter, J. (1998). Science teachers and the master's programs they select. *The Electronic Journal of Science Education, 2*, (3). (My contribution: 40%)

Dissemination of Scholarly Work through Conference Presentations

Distributed Peer Reviewed Professional Papers and Presentations

Leafstedt, J. & Grier, J.M. (2013). After disruption comes learning: Ideas for moving forward with innovation in the University Classroom. Paper delivered at Sloan C Conference on Emerging Technologies. Las Vegas, NV, April 2013. (My contribution: 50%)

Grier, J.M. (2013). Do faculty need "fixing?" Panel discussion at EduSoCal 2013. Camarillo, CA, May 21, 2013.

Johnston, C.C. & Grier, J.M. (2011). If there is a STEM teacher shortage, why did I get a pink slip? A paper presented at the 2011 Association for Science Teacher Education International Conference, Minneapolis, MN, January 2011. (My contribution: 50%)

Grier, J. M. & Johnston, C.C. (2010). Toward retaining second career STEM teachers: The influence of transitioning professional identities. A paper presented at the 2010 National Association for Research in Science Teaching Annual Meeting in Philadelphia, PA, March 2010. (My contribution: 50%)

Johnston, C. C. & Grier, J.M. (2010). Non-STEM career changers as biology teachers: Developing a STEM teacher identity. A paper presented at the 2010 Association for Science Teacher Education International Conference, Sacramento, CA, January 2010. (My contribution: 50%)

Johnston, C.C. & Grier, J. M. (April, 2009). STEM Career-changers in their first years of teaching: A follow-up study. A paper and poster presented at the 2009 National Association for Research in Science Teaching Annual Meeting in Anaheim, CA, April 2009. (My contribution: 50%)

Grier, J. M. & Johnston, C.C. (2008). *STEM career-changers transitioning to teaching: I have to become a student again?* Paper presented at the 2008 National Association for Research in Science Teaching Annual Meeting in Baltimore, MD, April 2008. (My contribution: 50%)

Johnston, C. C. & Grier, J.M. (2008). *Toward retaining second career STEM teachers: Personal narratives and professional identities as teachers.* Paper presented at the 2008 Association for Science Teacher Education International Conference, St. Louis, MO, January 2008. (My contribution: 50%)

Grier, J. M. & Denney, M. K. (2007). *The electronic portfolio as a data source in program assessment.* Paper presented at the American Educational Research Association 2007 Annual Meeting, Chicago, IL, April 2007. (My contribution: 50%)

Denney, M. K., & Grier, J. M. (2007). *Establishing the validity of electronic portfolio assessment: A multiple perspectives approach*. Paper presented at the American Educational Research Association 2007 Annual Meeting, Chicago, IL, April 2007. (My contribution: 50%)

Grier, J.M. & Johnston, C. (2007). *An Inquiry into the Development of Teacher Identities in STEM Career-changers.* Paper presented at the 2007 Association for Science Teacher Education International Conference, Clearwater Beach, FL, January 2007. (My contribution: 50%)

Grier, J.M. (2007). *Updating science teacher content knowledge: Findings from project (ITS)^2 incorporating technology, standards and inquiry into the teaching of science.* Paper presented at the 2007 Association for Science Teacher Education International Conference, Clearwater Beach, FL, January 2007.

Denney, M. & Grier, J.M. (2006). *A tale of two programs: A comparative study of electronic portfolio assessment in teacher education.* Paper presented at the American Educational Research Association 2006 Annual Meeting, San Francisco, CA, April 2006. (My contribution: 50%)

Johnston, C. & Grier, J.M. (2006). *A study of scientists and engineers as mid-career secondary teaching professionals.* Paper presented at the 2006 Association for Science Teacher Education International Conference, Portland, Oregon, January 2006. (My contribution: 50%)

Grier, J. M. (2005). *Incorporating Technology, Standards, and Inquiry into the Teaching of Science: An Evaluation of Program Effects.* Paper presented at the American Educational Research Association 2005 Annual Meeting, Montreal, Canada, April 2005.

Denney, M. & Grier, J.M. (2005). *Electronic Portfolios: Teacher Education Assessment Pilot Project.* Faculty Research Presentation, CSU Channel Islands, April 21 2005. (My contribution: 50%)

Grier, J. M. (2004). *Past science histories: Influencing beliefs and practices in secondary science teachers.* Paper presented at the American Educational Research Association 2004 Annual Meeting, San Diego, California, April 2004.

Grier, J.M. (2003). *Content Construction: How Content Becomes Curriculum in Secondary Science Classrooms.* Paper presented at the American Educational Research Association, 2003 Annual Meeting, Chicago, Illinois, April 2003.

Slaughter, J.M. (2000). *Content Construction: Creating Curriculum in Secondary Science Classrooms.* Paper accepted. North Central Association for the Education of Teachers in Science, 2000 Annual Fall Meeting, Eau-Claire, Wisconsin, October 12-14, 2000.

Slaughter, J.M. (2000). *Webboard: Uses in Teaching--An Overview.* ACI-Tech Consortium Meeting: "Sharing and Learning: Education, Pedagogy and Technology, A Discipline-Based Workshop for Education Faculty and Administrators," Millikin University, Decatur, Illinois, June 9, 2000.

Slaughter, J.M. & Elfring, L. (2000). *Secondary Curriculum Influences: Incorporating New Science Content into an Existing Curriculum.* 2000 Annual National Association for Research in Science Teaching Meeting, New Orleans, Louisiana, April 28-May 1. (My contribution: 80%)

Slaughter, J.M. & Narro, M.L. (1998). *Cohort Experiences in a Master's Program for Inservice Biology Teachers.* Paper presented at the 1998 Annual National Association for Research in Science Teaching Meeting, San Diego, California, April 18-22. (My contribution: 50%)

Narro, M.L., Slaughter, J.M. & Wilson, J.L. (1997). *Science Teachers and the Master's Programs They Select: A Preliminary Study.* Paper presented at the 1997 National Association for Research in Science Teaching Annual Meeting, Oak Brook, Illinois, March 21-24. (My contribution: 40%)

Slaughter, J.M. & Voyles, T. (1996). *Problem Solving in the Science Classroom.* Paper presented at the 1996 National Science Teachers Association Western Area Convention, Phoenix, Arizona, October 17-19. (My contribution: 60%)

Invited Talks

Grier, J. M. (Summer, 2013, 2014, 2015, 2016). Academic Expectations. Island View Orientation. CSU Channel Islands.

Grier, J. M. (2013). Using digital tools for learning. Presented to the Blended Learning Preparation Program Cohort 3.

Grier, J.M., Payne, D., McCambridge, T., Lee, H. (2010). Life of a secondary-level teacher. Presented at the Ventura County Office of Education Expanding your Opportunities in the Field of Education Event: A Mini-conference for Teachers Whose Jobs are at Risk, April 23, 2010.

Grier, J.M. & Johnston, C.C. (2010). STEM Career Changers and Identity Implications: Lessons from a collaborative research endeavor. An Invited Session at California State University Long Beach Graduate Student Seminar in Science Education, April 13, 2010.

Grier, J.M., Payne, D., McCambridge, T. (2009). Life of a secondary-level teacher. Presented at the Ventura County Office of Education Expanding your Opportunities in the Field of Education Event, April 3, 2009.

Grier, J.M. (2006). "Career Changers into Math and Science Teaching." An Invited Session at the California State University Mathematics and Science Teacher Summit: Meeting California's Challenge, March 2, 2006.

Grier, J. M. (2005). "How to Use Blackboard in your University Courses". An Invited Session at the 2005 Faculty Orientation, California State University Channel Islands. August 2005.

Grier, J. M. (2004). "Results of the Digital Fellowship: Electronic Portfolios in Secondary Education." An Invited Session at the 2004 Faculty Orientation, California State University Channel Islands. August 2004.

Grier, J. M. (2004). "How to Use Blackboard in your University Courses". An Invited Session at the 2004 Faculty Orientation, California State University Channel Islands. August 2004.

Grier, J. M. (2004). "Assessment in the University Science Course". An Invited Guest Lecture for the University of Arizona's Teaching Seminar for the Neurosciences. April 2004.

Grier, J. M. (2003). "Blackboard: Getting Started." An Invited Session at the 2003 Faculty Orientation, California State University Channel Islands. August 2003.

Slaughter, J.M. (2001). "Using the Computer as a Tool: Are You Ready?", The Associated Colleges of Illinois Senior Transition Day, North Central College, February 2001.

Slaughter, J.M. (2000). "Word: Creating and Customizing your Toolbars," Faculty/Staff Technology Training Session, North Central College, October 26, 2000.

Slaughter, J.M. (2000). "Webboard: Uses in Teaching at North Central College," Faculty Technology Training Session, North Central College, August 29, 2000.

Reports for License and Accreditation

Peer Evaluated Reports

Grier, J. M. (2016). Administrative Services Preliminary Credential Program Report (Green Cohort). Submitted to the California Commission on Teacher Credentialing, December 2016.

Grier, J.M. (2013). California State University Channel Islands School of Education Biennial Report 2011-2013: Single Subject Credential Program. Submitted to the California Commission on Teacher Credentialing, Fall 2013.

Grier, J.M. (2011). California State University Channel Islands School of Education Biennial Report 2009-2011: Single Subject Credential Program. Submitted to the California Commission on Teacher Credentialing, Fall 2011.

Leonard, K., Grzegorczyk, I., Grier, J., & Karp, J. (2010). Foundational Mathematics. Submitted to the California Commission on Teacher Credentialing on June 22, 2010 towards approval of a subject matter waiver program in Foundation-level Mathematics.

Grier, J. M. & Tollefson, K. (February, 2009). *Professional Teacher Preparation Program Proposal Single Subject Teaching Credential Program.* Submitted to the California Commission on Teacher Credentialing in preparation for Site Accreditation Visit. California State University Channel Islands. (co-author, My contribution: 90%)

Toshalis, E., and Grier, J.M. (2008). *Professional Teacher Preparation Program Proposal: Single Subject Teaching Credential Program in History/Social Studies*. Submitted to the California Commission on Teacher Credentialing. (My contribution: 20%)

Grier, J.M. (2008). California State University Channel Islands School of Education Biennial Report Calendar Year 2007: Single Subject Credential Program. Submitted to the California Commission on Teacher Credentialing on August 15, 2008.

Grier, J. M. & Castaneda, L. (2007, April). *Professional Teacher Preparation Program Proposal Single Subject Teaching Credential Program.* Submitted to the California Commission on Teacher Credentialing for On-site Technical Assistance Visit. California State University Channel Islands. (co-author, My contribution: 90%)

Grzegorczyk, I. et al (2004). *Professional Teacher Preparation Program Proposal: Single Subject Mathematics*. Submitted to the California Commission on Teacher Credentialing, 2004. (My contribution: 5 - 10%)

Adler, M. et al (2004). *Professional Teacher Preparation Program Proposal: Single Subject English.* Submitted to the California Commission on Teacher Credentialing, 2004. (My contribution: 5 - 10%)

Mozingo, N. et al (2004). *Professional Teacher Preparation Program Proposal: Single Subject Biology*. Submitted to the California Commission on Teacher Credentialing, 2004. (My contribution: 5 - 10%)

Grier, J. M. & Castaneda, L. (2003, July). *Professional Teacher Preparation Program Proposal Single Subject Teaching Credential Program Response to Reviewers*. Submitted to the California Commission on Teacher Credentialing. California State University Channel Islands. (My contribution: 90%)

Grier, J. M. & Castaneda, L. (2003, April). *Professional Teacher Preparation Program Proposal Single Subject Teaching Credential Program.* Submitted to the California Commission on Teacher Credentialing. California State University Channel Islands. (My contribution: 80%)

Non-peer reviewed Reports

Wyels, C., Aloisio, S., & Grier, J. M. (2015). Structure Task Force 1 Report. Submitted to the Academic Senate and Provost.

Grier, J. M. (February, 2010). *Report on California State University Channel Islands STEM Activities with Area PK-12 Schools and Community Colleges*. A Report Submitted to the Provost for the STEM Strategic Initiative Taskforce.

Grier, J. M. (2006). *Single Subject Credential Program: History, Assessment, and Changes, Spring 2004- Spring 2006.* Submitted to the Office of Assessment at California State University Channel Islands. Submitted to the WASC Accreditation Team for March 2006 visit.

Grier, J. M. (2004). *Education Programs Pilot Assessment Project.* Submitted to the Office of the Provost at California State University Channel Islands. Submitted to the WASC Accreditation Team for October 2004 visit.

Grier, J.M. (2002). *Final Project Report: Incorporating technology, standards, and inquiry into the teaching of science*. North Central College. Submitted to the Illinois State Board of Education Scientific Literacy Program.

Grants

Research Grants and Contracts

Principal Investigator or Primary Awardee

Hanna C., Anderson, S., Grier, J.M. (2017) Crossing the Channel, NOAA B-WET grant. (awarded, amount TBD)

Hanna C., Anderson, S., Grier, J.M. (2015) Crossing the Channel, NOAA B-WET grant. (approximately $80,000)

Hanna C., Anderson, S., Grier, J.M. (2014) Crossing the Channel, NOAA B-WET grant. $75,603 funded.

Hanna C., Anderson, S., Grier, J.M. (2013) Crossing the Channel, NOAA B-WET grant. $82,973.53 funded.

White, J., Hongde, H., O'Shea, M., Gregorczyk, I., & Grier, J. (2009-2015) California Coastal NOYCE Scholars Grant awarded by the National Science Foundation, $900,000 for five years. (My contribution: 10%; PI at CI years 2-4)

Grier, J.M. (2010-2014). *CSU Channel Islands Mathematics and Science Teacher Initiative*. CSU Chancellor's Office, $252,000.

Grier, J.M. & Karp, J. (2007-2009). *CSU Channel Islands Mathematics and Science Teacher Initiative*. CSU Chancellor's Office, $175,000. (My contribution: 70%; PI)

Grier, J.M., Karp, J., & de la O, M. (2007). *CSU Channel Islands Mathematics and Science Teacher Initiative Scholarship Funding*. Boeing Charitable Contributions, $25,000. (My contribution: 70%; PI)

Grier, J.M., Karp, J., & de la O, M. (2006). *CSU Channel Islands Mathematics and Science Teacher Initiative Scholarship Funding*. Boeing Charitable Contributions, $25,000. (My contribution: 70%; PI)

Grier, J.M., Wyels, C., & Karp, J. (2005-2006). *CSU Channel Islands Mathematics and Science Teacher Initiative*. CSU Chancellor's Office, $55,000. (My contribution: 70%)

Grier, J.M. (2005). *Electronic portfolios as a measure of student performance.* Instructionally Related Activities Award, California State University Channel Islands, $975.

Johnson, C. & Grier, J.M. (2005). *A study of scientists and engineers and mid-career secondary teaching professionals.* Faculty Development Grant, California State University Channel Islands, $3000. (My contribution: 50%)

Mozingo, N. & Grier, J. M. (2004). *A pairing strategy for enhancing student learning: Acquisition of laboratory skills in two biology core courses*. Faculty Development Grant, California State University Channel Islands, 3 WTU for project. (My contribution: 50%)

Grier, J. M. (2004 Summer). *Electronic portfolios for education programs*. Digital Collection Summer Teaching Fellowship, California State University Channel Islands Library, $2000.

Grier, J. M. (2004 Summer). *Charter school implementation grant.* California State University Channel Islands, $2450.

Grier, J. M. & Buchanan, M. (2004 Summer). *Creating education admissions and credential program handbooks*. Funded through Education Program at CI, $2000.

Grier, J. M. (2004). *Closing the loop: The Arizona connection*. 2003-2004 Faculty Development Mini-Grant, California State University Channel Islands, $1500.

Grier, J. M., Karp, J., & Gonzales, T. (2004). *Multimedia electronic portfolios: Preparing for your future as a teacher.* Verizon Educational Technology Grant, California State University Channel Islands Foundation, $25,000.

Grier, J. M. (2003). *Pilot project proposal for assessment in the education program*. Office of the Provost, California State University Channel Islands, 3 WTU.

Grier, J. M., Contreras, K., Karp, J., & Gonzales, T. (2003). *SMART technology center.* Verizon Educational Technology Grant, California State University Channel Islands Foundation, $25,000.

Grier, J. M. (2003). *Applying lessons learned from Project (ITS)^2*. Spring 2003 Faculty Research and Instructional Innovation Mini-Grant, California State University Channel Islands. $2500.

Slaughter, J. M. (2001 – 2002). Project Director & Principal Investigator, *Project: Incorporating technology, standards and inquiry into teaching science [Project: (ITS)^2]*. Grant funded by the Illinois State Board of Education. $33,000 for year 2.

Slaughter, J. M. (2000 – 2001). Project Director & Principal Investigator, *Project: Incorporating technology, standards and inquiry into teaching science [Project: (ITS)^2].* Grant funded by the Illinois State Board of Education. $60,000 for year 1. One of 26 accepted out of 160 proposals submitted to the Scientific Literacy Projects.

Slaughter, J. M. & Kincaid, M. (2000). *That's science? A global perspective on natural phenomena.* Faculty Development Summer Research Grant, North Central College. $3073.

Grant Affiliations

2013-Present: Crossing the Channel, NOAA B-WET grant, with Dr. Cause Hanna and Dr. Sean Anderson

2010-2011: Informal Science Education Professional Development Series with Dr. Jim Kisiel, CSU Long Beach; and others

2009-2010: Project Consultant, NSF with Dr. Blake Gillespie

2008, Fall: Project Consultant, NSF Virtual Instrumentation Access @ CI with Dr. Phil Hampton.

1996, Fall: Project Coordinator, *Science education and technology,* Campus Computing and Instructional Technology Grant, University of Arizona.

1995 – 1998: Project Evaluator, *University of Arizona biology teaching project*, National Science Foundation Grant, Department of Biochemistry, University of Arizona.

1995 – 1996: Project Coordinator, *Science/Technology and reforms in teaching*, Dwight D. Eisenhower Grant, Department of Teaching and Teacher Education, University of Arizona.

Professional Development Workshops Given

Grier, J.M. (2017). Starting and ending classes: Activities to promote learning. Teaching and Learning Innovations Faculty Development Series, March, 2017.

Grier, J.M. & Panec, M. (Spring 2010). Biotechnology Workshops for Science Teachers Series at Moorpark College, Moorpark, CA: 1) Biotechnology and Food; 2) Biotechnology and Human Genetics; 3) Biotechnology and Stem Cell Work; 4) Biotechnology and Molecular Detection

Grier, J.M. & Panec, M. (Spring 2009). Biotechnology Workshops for Science Teachers Series at Moorpark College, Moorpark, CA: 1) Biotechnology and Basic Techniques; 2) Biotechnology and Genetics; 3) Biotechnology and Viruses; 4) Biotechnology and Molecular Detection

Grier, J.M. & Panec, M. (Spring 2008). Biotechnology Workshops for Science Teachers Series at Moorpark College, Moorpark, CA: 1) Biotechnology and Forensics; 2) Microbial Biotechnology—Past and Present; 3) Using Biotechnology to Identify Organisms; 4) Biotechnology and Disease—Detection and Treatment.

Professional Development Attended

Blended Learning Preparation Program—Cohort 2 (Fall 2012): Semester-long program to learn tools and techniques for engaging in on-line and blended student learning.

SERVICE

(2002-Present) Highlighted Service Activities at California State University Channel Islands

Community

(2011-2014) Discover Academy Consultant and Advisory, Sequoia Middle School, Conejo Valley Unified School District

(2009-2011) Ventura County Office of Education—Invited Sessions on Secondary Teaching for Expanding Opportunities

(2007-2009) Ventura County Economic Development Association—TRIAD workforce member

(June 2007) The Discovery Center—Educational Advisor to Planning Group

(2006-Present) Institutions of Higher Education Advisory Board Member to the Ventura County Office of Education

(2006) Ventura County Academic Decathlon Super Quiz Proctor

CSU System-wide

(2013-2016) Council of Chairs

(2006-2010) Digital Marketplace Working Group—Faculty representative

(2006) Presenter at the CSU Math and Science Teacher Summit

University

(2016-Present) School of Education Dean Search Committee

(2016-Present) Strategic Resource Planning Committee, Member

(2016-Present) Business and Continuity Planning Committee, Member

(2016-2017) Disciplinary Search Committee, Chair—Secondary Education

(2015-2016) Channel Islands Campus Advisory Committee to the Board of Trustee's Presidential Search Committee

(2015-Present) CI 2025 Steering Committee Member

(2015-2016) Provost's Council Member

(2015) Division of Academic Affairs Strategic Planning Steering Committee Co-chair

(2015) Division of Academic Affairs Restructuring Steering Committee Co-chair

(2015) Search Committee member for Executive Director of Associated Students Incorporated

(2015) Disciplinary Search Committee, Chair—Secondary Education

(2014-2015) University Strategic Planning Steering Committee

(2014, Spring) Don't Hate-Elevate Taskforce Co-chair

(2014, Fall) Program Personnel Committee (Perry: Anthropology)

(2013-Present) President's Policy and Planning Council

(2013-Present) Strategic Resources Planning Task Force/Committee

(2013-Present) Communications and Marketing Task Force

(2010-2013) STEM Strategic Initiative Taskforce

(Fall 2009) STEM Short-term Strategic Initiative Taskforce

(2007-2008) Academic Planning Committee Co-Chair

(2007-2008) Search Coordinating Committee Chair

(2007-2008) Program Personnel Committee (Hoffman: Library)

(2007-2008) Search Committee for AVP for Faculty Affairs

(2006-2008) Instructional Technology Strategic Planning Committee
(2006-2007) GE Assessment Pilot Project Co-Coordinator—Interdisciplinary GE
(2006-2007) Program Personnel Committee Chair (LaBonte: Library)
(2006-2007) Disciplinary Search Committee—English/Composition
(2005-Present) Program Personnel Committee (Adler: English)
(2005, Spring) Smith Family Assessment Project Strand Leader
(2004-2006) GE Outcomes Taskforce
(2004-2015) WASC Committee
(2004-2005) Search Committee for AVP Faculty Affairs
(2003-2004) WASC Committee—Standard 2 Co-coordinator
(Spring, 2003) University Diploma Committee
(2002-2005) Single Subject-Subject Matter Coordinator
(2002-2005) Public Safety Advisory Committee
(2002-2003) Blackboard Advisory Committee

Academic Senate

(2016-Present) Academic Senate Executive Board, Past-Chair
(2016-Present) Curriculum Committee, Member
(2013-2016) Academic Senate Chair
(2015-Present) Perpetual Academic Calendar Task Force, Co-chair
(2014-Present) Special Committee for On-line Learning Issues, Co-chair
(2014-Present) Senate Structure Task Force, Co-chair
(2012-2013) Academic Senate Secretary
(2010-2012) Professional Leaves Committee
(2010-2012) Search Coordinating Committee, Co-chair
(2009-2013) Committee on Committees, Co-Chaired 09-10, 11-13
(2006-2008) Curriculum Committee, Co-Chaired 07-08
(2005-2007) Technology Advisory Committee, Co-Chaired 06-07
(Fall 2005) Schedule Template Taskforce
(2004-2005) Vice Chair Academic Senate
(Fall 2004) Schedule Template Taskforce
(2003-2004) Student Affairs Liaison Committee
(2002-2004) General Education Committee, Co-Chair
(2002-2004) Student Academic Policies
(2002-2004) Committee on Committees, Co-Chaired 03-04
(2002-Present) Academic Senator

School of Education

(2015-Present) Program Personnel Committee (Weis)
(2015) Program Personnel Committee (Correia, Tollefson)
(2014) Program Personnel Committee (Leafstedt)
(2014-15) MA Project Supervision (C. Rini—Special Education)
(2012) Program Personnel Committee (Buchanan)
(2012) Post Tenure Review Committee (Castaneda)
(2009-2012) School of Education Organization/Structure Workgroup Co-Chair
(2008-Present) School of Education MA Workgroup Convener

(2008-2010) School of Education By-laws Workgroup
(2007-2008) Program Personnel Committee Chair (Toshalis)
(2006-Present) Intern Liaison to Ventura County Superintendent of Schools Office
(2006-2009) TPA/PACT Committee
(2006-2006) Conceptual Framework Taskforce Co-Chair
(2006-2008) Structure Taskforce Member and Convener
(2006-2009) Program Personnel Committee Chair (Tollefson)
(2005-2007) Supervision of MAPL Thesis students (J. Martinez & K. Borchard)
(2005-2009) Program Personnel Committee (Correia)
(2005-2007) Program Personnel Committee (Itkonen)
(2004-2010) Single Subject Program Admissions Committee, Chaired 04-08
(2004-2008) Full-time Lecturer Evaluation Committee
(2004-2008) Part-time Lecturer Evaluation Committee
(2004-Present) Master's Program Committee
(2003-2014) Single Subject Credential Program Coordinator & Advisor
(2003-2014) Single Subject Program Assessment Coordinator
(2003-2004) Education Program Assessment Committee Coordinator
(2002-2013) School of Education Admissions and Interview Committee

(1998-2002) Committee Service at North Central College

Campus-wide

Committee on Undergraduate Academic Standing
Teacher Education Committee
Faculty Technology Group

Departmental

Scholarship Committee, Co-chair
Policy Revision Committee
Performance Assessment Committee
Search Committee, '99-'00; 01'-'02

CURRICULUM VITA
TIINA ITKONEN

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One University Drive
Camarillo, CA 93012
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(805)437-3294

EDUCATION

PhD University of California, Santa Barbara, September, 2004
(Departments of Education [Educational Leadership] and Political Science)
M.S. University of Oregon, Special Education and Rehabilitation, 1989
B.Ed. University of Oregon, Elementary Education, 1987

POSITION IN ACADEMIA

California State University Channel Islands. Associate Professor, Education and Political Science. August, 2005 to present

OTHER EXPERIENCE IN HIGHER EDUCATION

University of California, Santa Barbara.
Lecturer (Winter, 2005); Teaching Assistant (Winter terms, 2002, 2003, 2004)
Duties: Write syllabus, teach graduate seminar "Functional academics and inclusion."

University of Hawaii, College of Education, Special Education. Lecturer (1994 -1995).
Duties: Develop a syllabus for "Educating exceptional students in regular classrooms--secondary"; instruct the course for students in the high school teacher education program

Hawaii University Affiliated Program. Project Coordinator, Federal Statewide Systems Change Project, (March 1993 to August 1993); Outreach Coordinator (August 1992 to March 1993)
Duties: Plan, coordinate, and oversee project activities on statewide services for students with disabilities, collaborate with the State DOE on policy development, analyze project data and write reports; Develop and deliver in-service training and technical assistance to special and general educators, administrators, educational assistants and parents in the area of special education; grant writing.

PROFESSIONAL CERTIFICATES

Mental Health Rehabilitation Specialist (CA), 2003
Behavior Intervention Case Manager (CA), 1998

Non-Violent Crisis Prevention and Intervention (CA), 1990
Multiple Subject, K-12 Teaching Credential (CA), 1989
Clear Specialist Credential, Severely Handicapped (CA), 1989

HONORS AND AWARDS

Sage Faculty Research Mentor Award, California State University Channel Islands, May, 2010.

Nomination for 2009 CSU Quality Improvement Award: Student Access, Retention, and Success Initiative Team.

Sage Faculty Research Mentor Award, California State University Channel Islands, May, 2009.

Women's Leadership Faculty Award, California State University Channel Islands. April, 2008.

Docent (Senior Honorary Lecturer). Åbo Akademi i Vasa, Finland, 2007, permanent appointment. Duties to be performed in Swedish.

Docent (Senior Honorary Lecturer). University of Turku, Finland, 2007, permanent appointment. Duties to be performed in Finnish.

American Educational Research Association's Handbook on Education Policy (2008). My dissertation and subsequent articles are detailed in a chapter. The author writes: "This chapter focuses on research on political science disciplinary perspectives. The study is described as an example of one of the few studies that takes as its unit of analysis the interest group and examines a significant number over time, rather than drawing conclusions about interest groups as a by-product of one-shot studies of particular policies" (McDonnell, L. Chapter author).

Outstanding Dissertation Award 2004-2006. American Educational Research Association, Politics of Education Association (2006).

California State Senate Recognition for exemplary work with students with disabilities (1992).

Santa Barbara County Education Office recognition for outstanding service on behalf of students with disabilities (1992).

Demonstration Site Teacher, Training and Resources for Community and Curriculum Integration, State of California (1990-1992).

Outstanding Foreign Student Award, University of Oregon (1987, 1988).

Recognition on Dean's List, University of Oregon (1987).

TEACHING

International

- UNIV 392: Finnish Culture through Education and Industry – international course offered in Finland (developed course)
- Finnish Education (organized a school visitation study trip, study group leader for doctoral students, Espoo, Finland)

Inclusive education

- EDSS/SPED 560: Access to Learning: Special Needs Learners (course is for all students in the teacher education program; focus on how to include students with disabilities)
- SPED/PSYCH 345: Individuals with Disabilities in Society
- SPED 542: Managing Learning Environments
- Inclusive education (University of California, Santa Barbara)
- Including students with disabilities (University of Hawaii, Manoa)

Graduate

- SPED 690: Advanced Topics in Special Education
- SPED 642: Advanced Behavior and Environmental Support
- SPED 641: Advanced Perspectives in Special Education
- EDLP 623: Understanding and Influencing Organizations in Diverse Communities.
-

Research

- UNIV 498: Faculty-Student Collaborative Research
- EDUC 618: Comprehensive MA in Education Examination Preparation
- EDUC 619: Master's thesis advising (2005 to present)

Political Science

- EDUC/POLS 431: Education Policy and Politics (developed course)
- POLS 321: Interest Groups and Collective Action (developed course)
- POLS 150: American Political Institutions

PEER-REVIEWED PUBLICATIONS

Jahnukainen, M. & Itkonen, T. (2015). Tiered intervention: History and trends in Finland and the United States. *Journal of Special Needs Education*, 31(1), 1-11.

Pesonen, H., Ojala, T., Itkonen, T. & Kontu, E. (2015). Vaativa erityinen tuki kehittämishankkeiden ja normistouudistuksen kumulatiivisten vaikutusten tarkastelussa. [Cumulative effects of special education policy changes]. In Jahnukainen, Kontu (Eds.). *Erityisopetuksesta oppimisen ja koulunkäynnin tukeen – koulutuspoliittisen muutoksen tutkimusperustainen analyysi [From Special Education to Schooling Support—*

An Analysis of Education Policy Changes]. (First author is a doctoral student on whose committee I served, University of Helsinki, Finland)

Pesonen, H. & Itkonen, T. et al. (2015). The Implementation of New Special Education Legislation in Finland. *Educational Policy, 29(1),* 162-178. (First author is a doctoral student on whose committee I served)

Itkonen, T. & Ream, R. (2013). Autism Advocacy: A Networked Struggle for Equity. *Peabody Journal of Education.*

Wakelee, D. & Itkonen, T. (2012). The Politics of School District Budgeting: Using Simulation to Enhance Student Learning. *Journal of Political Science Education*

Itkonen, T. & Jahnukainen, M. (2010). Disability or Learning Difficulty? Politicians or Teachers? Constructing Special Education Students in Finland and the United States. *Comparative Sociology, 9*(2), 182-201.

Itkonen, T. (2009). *The Role of Special Education Interest Groups in National Policy.* Cambria Press.

Itkonen, T. (2009). Stories of Hope and Decline: Interest Group Effectiveness in National Special Education Policy. *Education Policy, 42*(1): 43-65.

Itkonen, T. *Toivon ja Tappion Tarinat: Eturyhmien Merkitys USA:n Erityispedagogiikassa* [Stories of Hope and Decline: Interest Group Influence on Special Education Policy in the US.] (2008). In Kivirauma, J (Ed.), *Erityispedagogiikkatutkimuksen Kasikirja [Handbook on Special Education Research].* Kehitysvammaliitto, Finland.

Itkonen, T. (2007). Politics of passion: Collective action from pain and loss. *American Journal of Education, 113*(4), 577-604.

Itkonen, T. & Jahnukainen, M. (2007). An analysis of accountability policies in Finland and the United States. *International Journal of Disability, Development, and Education*, 54(1), 5-23.

Itkonen, T. (2007). PL 94-142: Policy, Evolution, and a Landscape Shift. *Issues in Teacher Education*, 16(2): 7 -18.

Leafstedt, J., Itkonen, T., Arner-Costello, F., Hardy, A., Korenstein, B., Medina, M., Medina, E., Murray, A. & Regester, A. (2007). "Was it Worth It? You Bet". Life Stories about the Impact of PL 94- 142. *Issues in Teacher Education*, 16(2): 19 – 32.

My Contribution: This paper was from a statewide commemoration event for the 30-year anniversary of PL 94-142. CSUCI was part of this event. All presenters, including those with disabilities, are listed as co-authors to honor their contributions to this event and to special education. I wrote the legislative history section of the paper, transcribed

and wrote the stories of the former students on the panel, wrote the section on implications for teacher education, and completed edits of the manuscript.

Denney, M., Itkonen, T. & Okimoto, Y. (2007). Early intervention systems of care for Latino families and their young children with special needs: Salient themes and guiding implications. *Infants & Young Children*.

My Contribution: I provided a policy perspective by placing the reviewed research in a political context, using social construction of target populations, mobilization, and institutional theories in hypothesizing why Latino families experience a lack of, or gaps in service delivery.

Itkonen, T. (2005). Vanhempienryhmät USA:n erityisopetuspolitiikassa [The role of parent advocacy groups in the U.S. special education policy]. *Yhteiskuntapolitiikka* [Finnish Journal of Social Policy], 5, 529 - 534.

Past Publications

Itkonen, T. (2004). Stories of hope and decline: Interest groups and the making of national special education policy. Dissertation approved at University of California, Santa Barbara.

Itkonen, T. (1998). MAPS-henkilokeskeinen suunnittelu [MAPS-person-centered planning]. In Ikonen, O. (Ed.), *Autismi* [Autism] (pp. 137-153). Jyvaskyla, Finland: Atena Kustannus.

Kennedy, C. H., Cushing, L. & Itkonen, T. (1997). General education participation improves the social contacts and friendship networks of students with severe disabilities. *Journal of Behavioral Education, 7,* 167-189.

Kennedy, C. H., & Itkonen, T. (1996). Social relationships, influential variables, and change across the life span. In Kern-Koegel, L., Koegel, L. R., & Dunlap, G. (eds.): *Positive behavioral support: Including people with difficult behavior in the community.* Baltimore: Paul Brookes.

Itkonen, T. & Kennedy, C. H. (1996, March). Tavoitteena elamanlaatu: Ajatuksia ja kokemuksia arviointimenetelmista [Quality of life and outcome-oriented assessment]. *Autismi* [*The Finnish Publication on Autism]*

Kennedy, C. H., Itkonen, T., & Lindquist, K. (1995). Comparing interspersed requests and social comments as antecedent interventions to increase compliance. *Journal of Applied Behavior Analysis, 28,* 97-98.

Artesani, A. J., Itkonen, T., Fryxell, D., & Woolcock, W. W. (1995). Community instruction. In Woolcock, W. W. & Domaracki, J. W. (Eds.), *Instructional Strategies in the Community,* (pp. 1-15). Austin, Texas: Pro-Ed.

Kennedy, C. H., & Itkonen, T. (1994). Some effects of regular class participation on the social contacts and social networks of high school students with severe disabilities. *Journal of the Association for Persons with Severe Handicaps, 19*(1), 1-10.

Kennedy, C. H., Itkonen, T., & Lindquist, K. (1994). Nodality effects and the demonstration of relational properties defining equivalence: Implications for restrictions in complex stimulus control. *Journal of Applied Behavior Analysis, 27*, 673-684.

Kennedy, C. H., & Itkonen, T. (1993). Effects of setting events on the problem behavior of students with severe disabilities. *Journal of Applied Behavior Analysis, 26,* 321-327.

Itkonen, T. (1990). Opettajan uusi toimenkuva: Kokemuksia opettajan tyosta Yhdysvalloissa [The new roles of a teacher: Experiences from working in the United States]. *Kasvatus, [The Finnish Journal of Education], 4,* 304-306.

Itkonen, T. (1988, September). Vaikeimmin vammaisten integraatio Yhdysvalloissa [Integration of students with severe disabilities in the United States]. *Ketju, [The Publication of the Finnish Association of Mental Retardation],* 4/88, 12-18.

Itkonen, T. (1988, September). Suojatyosta tuettuun tyohon: Vaikeasti vammainen astuu tyoelamaan [From sheltered workshops to supported employment]. *Lansivayla,* p. 2.

Itkonen, T. (1987, September 16). Kehitysvammaisille kaytannon elaman oppia [The activity-based curriculum: Shifting from skills to competence]. *Helsingin Sanomat*, p.2.

SCHOLARLY PRESENTATIONS

Itkonen, T. & Correia, M. (2016, October). *Achievement, Cycles of Reforms, and Implications to Teacher Education.* Paper will be presented at the Critical Questions in Education Conference, Salt Lake City, Utah. (International venue)

Itkonen, T., Jahnukainen, M. & Pesonen, H. (2015, April). *The Impact of New Legislation on the Implementation of Special Education in Finland.* Paper presented at the Council of Exceptional Children Conference, San Diego, CA. (International venue)

Itkonen, T. & Correia, M. (2015, February). *Finland is almost at the finish line: What Finnish schools can still learn*. Paper presented at the Critical Questions in Education, San Diego, CA. (International venue)

Witt, D. & Itkonen, T. (2014, May). *Common core and special education*. Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

Wakelee, D. & Itkonen, T. (2013). *The Politics of School District Budgeting: Using Simulations to Enhance Student Learning.* Paper presented at the American Political Science Association, Long Beach, CA.

Itkonen, T. & Fuelgo, C. (2013, May). *Autism Advocacy in the Latino Community.* Poster presented at the Sage research forum, CSUCI, Camarillo, CA.

Jahnukainen, M. & Itkonen, T. (2013, December). *Tiered Intervention in Inclusive and Special Education: History and Trends from the United States and Finland.* Paper presented at the Australian Association for Research in Education, in Adeleine, Australia. (the first author presented the paper)

Itkonen, T. & Jahnukainen, M. (2013, November). *The Impact of New Special Education Legislation on Policy Implementation in Finland.* Paper presented at the Finnish Educational Research Association Annual Conference in Jyvaskyla, Finland.

Itkonen, T. & Ream, R. (2013, April). *Autism Advocacy: A Struggle for Equity.* Paper presented at the American Educational Research Association Annual Conference, San Fransisco, CA.

Jahnukainen, M. & Itkonen, T. (2013, April). *What America Can Learn From the Finnish Model of Tiered Intervention?* Paper presented at the Council of Exceptional Children Annual Conference, San Antonio, Texas.

Itkonen, T. & Jahnukainen, M. (2012, November). *Response to Intervention: A Comparative Analysis of the Policies of Finland and the United States*. Paper presented at the Finnish Educational Research Association Conference, Helsinki, Finland.

Itkonen, T. & Jahnukainen, M. (2012, April). *Tiered Intervention in Special Education: History and Trends from the United States and Finland.* Paper presented at the Comparative International Education Society Conference in Puerto Rico.

Itkonen, T. & Jahnukainen, M. (2012, March). *Difficulties or Disabilities: Comparing Disability Policies I Alberta, Finland and United States.* Paper presented at the University of Alberta, Edmonton, Canada to the Ministry of Education.

Jahnukainen, M. & Itkonen, T. (2012, March). *What Can We Learn from Comparative Research: Some Methodological and Practical Issues.* Paper presented at the University of Alberta, Edmonton, Canada.

Itkonen, T. & Westphalen, K. (2011, December). *Finland's Education System: Lessons for California.* Paper presented at the Annual Education Conference of California School Boards Association, San Diego, California.

Itkonen, T. (2011, October). *Toivon ja Tappion Tarinat: Eturyhmien Merkitys USAn Erityispedagogiikassa. [Stories of Hope and Decline: Interest Groups in the U.S. Special Education Politics.]* Paper presented at the University of Jyvaskyla, Finland.

Itkonen, T. (2011, October). *Methodological Considerations in Comparative Research.* Paper presented at the University of Jyvaskyla, Finland.

Itkonen, T. (2011, October). *Special Education and Disability Politics.* Paper presented at the University of Jyvaskyla to international students and faculty, Finland.

Itkonen, T. (2011, October). *Social Construction of Students with Disabilities and the Relationship to Public Policy*. Paper presented at the University of Vasa, Finland.

Itkonen, T. (2011, May). *Disability or Learning Difficulty? Constructing Special Education Students in Finland, Canada (Alberta), and the United States*. Session presented at the Sage Faculty-Student Research Forum, CSUCI California.

Wakelee, D. & Itkonen, T. (2011, April). *Using a Simulation Exercise to Enrich and Enhance Student Engagament.* Session presented at the CSU-wide Teaching conference, CSUCI, California.

Itkonen, T. (2011, April). *Methodological Comparisons Using National Data Sets.* Paper presented at the American Research Association Annual Conference, New Orleans, LA.

Itkonen, T. & Ream, R. (2011, April). *Social Capital's Role in Pain and Loss Advocacy.* Paper presented at the American Research Association Annual Conference, New Orleans, LA.

Itkonen, T. (2011, April). *Toward a Positive Future.* Session Chair, American Research Association Annual Conference, New Orleans, LA.

Itkonen, T. (2010, October). *The Role of Policy Entrepreneurs in Autism Advocacy.* Paper presented at the Comparative International Education Society Western Regional Conference, Long Beach California.

Cushing, G. & Itkonen, T. (2010, May). *The Role of Policy Entrepreneurs in Autism Advocacy.* Camarillo, CA. Sage Faculty and Student Research Forum.

Itkonen, T. (2010, May). Book presentation, *The Role of Special Education Interest Groups in National Policy.* University of California, Santa Barbara.

Itkonen, T. (2010, April). Book presentation, *The Role of Special Education Interest Groups in National Policy.* California State University Channel Islands.

Jahnukainen, M. & Itkonen, T. (2009, November). *Special Education Eligibility and Policy from a Social Construction Framework.* Paper presented at the Annual Congress of Finnish Educational Research Association (FERA), Tampere, Finland.

Jahnukainen, M. & Itkonen, T. (2009, November). *Disabilities and Difficulties: Special Education Constructions and Outcomes in Finland, Canada (Alberta) and the United States.* Paper presented at the Center for International and Development Education (CIDE) Western Regional Conference, Los Angeles, CA.

Itkonen, T. & Jahnukainen, M. (2009, August). *Disability or Learning Difficulty? Constructing Special Education Students in Finland and the United States.* Paper presented at the American Sociological Association Annual Meeting, San Francisco, CA.

Itkonen, T. & Whitesell, D. (2009, May). *Frames and Mobilization: Comparing Autism versus Mental Retardation Activism.* Paper presented at the Faculty Student Research Forum at California State University, Channel Islands.

Itkonen, T. (2009, April). *Effects of Programme of International Student Assessment (PISA) Results on International Education Policy.* Symposium organizer and Chair. Panel: Linda Graham, University of Sydney; Robert Stevens, New South Wales Depart. Of Education; Markku Jahnukainen, University of Alberta; Jongo Shin, Seoul National University. Discussant: Barry McGaw, University of Melbourne, former OECD assessment officer. Presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Itkonen, T. & Ream, R. (2009, April). *Construction of Target Populations: Using Frames and Social Capital.* Paper presented at the American Educational Research Association Annual Meeting, for the Politics of Education Association, San Diego, CA.

Itkonen, T. (2009, March). *Response-to-Intervention from a Legislative Perspective.* Workshop presented at a joint county/university meeting, California State University Channel Islands, Camarillo, CA.

Itkonen, T. & Ream, R. (2008, April). *Frames, Mobilization, and Policy Outcomes: Comparing Autism versus Mental Retardation Activism*. Paper presented at the American Educational Research Association Annual Meeting, for the Politics of Education Association, New York.

Itkonen, T., & Senator Florez, DiStefano, A. (2008, April). *Gender, Educational Policy, and Reform.*. Symposium presented at the Ventura County Women's Forum on Educational Justice, Camarillo, CA.

Itkonen, T. (2007, June). *Using mixed methods in social science research.* Symposium presented at the National Special Education Research Conference, Espoo, Finland.

Itkonen, T. (2007, November). *Accountability Policies in Finland and the US.* Paper presented at the Annual Congress of Finnish Educational Research Association (FERA) (chapter of American Educational Research Association), Abo Akademi, Vasa, Finland.

Itkonen, T. (2007, October). *No Child Left Behind Reauthorization.* Paper presented for the Ventura County Leadership Academy.

Itkonen, T. (2007, April). *Interest Group Effectiveness in Three Decades of National Special Education Policy.* Paper presented at the American Educational Research Association Annual Meeting, for the Politics of Education Association, Chicago, IL.

Itkonen, T. & Jahnukainen, M. (2007, April). *The Effect of Finland's Intervention Model On Prevalence of Students with Disabilities.* Paper presented at the American Educational Research Association Annual Meeting, for Special Education SIG, Chicago, IL.

Jahnukainen, M. & Itkonen, T. (2006, November). *Pisa ja erityisopetus: vertailussa Suomi ja Yhdysvallat.* Paper presented at the Annual Congress of Finnish Educational Research Association (FERA) (chapter of American Educational Research Association), University of Oulu, Finland.

Itkonen, T. (2006, November). *Vanhempien activismi USA:s erityisopetuspolitiikassa.* Guest lecture invited and presented at the University of Turku, Graduate School of Education, Turku, Finland.

Itkonen, T. (2006, October). *The Unintended Consequences of No Child Left Behind*. Paper presented for the Ventura County Leadership Academy.

Itkonen, T. (2006, April). *Harm Related Activism: Collective Action from Pain and Loss.* Poster presented at the American Educational Research Association Annual Meeting, for the Politics of Education Association, San Fransisco, CA.

Itkonen, T. & Jahnukainen, M. (2006, April). *An Analysis of Accountability Policies in Finland and the United States.* Paper presented at the American Educational Research Association Annual Meeting, in Disability Studies section, San Fransisco, CA.

Itkonen, T. (2005, November). *The landscape shift in special education policy over three decades.* Keynote presented and webcast as part of a state-wide P.L. 94-142 Commemoration, California State University Channel Islands.

Itkonen, T. (2005, November). *Politics of Passion: Collective Action from Pain and Loss.* Paper presented at Faculty Development presentations, California State University Channel Islands.

GRANTS, FELLOWSHIPS

Itkonen, T. (2012, Spring). *Internal grant* to conduct research on pain and loss interest groups.

Itkonen, T. (2011, Fall). *Sabbatical Award* for research and writing. Visiting scholar at the University of Jyvaskyla, Finland.

Itkonen, T. (2010, Fall). *CSUCI mini grant to seek outside funding.* Application to Haynes Foundation, not funded.

Itkonen, T. 2010, (Summer). *President's Summer Scholar*

Itkonen, T. 2010, (Summer). *Provost's Faculty Research Fund.*

Itkonen, T. (2010, Spring). *UNIV 498: Faculty student research.* Although this was a 3 unit course, it was initiated via a competitive RFP.

Itkonen, T. (2009). *Full travel grant to present at the American Sociological Association Annual Meeting, San Francisco CA.* Social Science Research Institute, Berlin, Germany.

Itkonen, T. (2009 to present). *Perspectives on Disability, Society, and Civic Engagement.* IRA grant to bring people with disabilities to speak to teacher credential candidates. Funding pending CSU budget.

Itkonen, T. (2009). *CSUCI mini grant* to continue research on frames and social capital, and to write up book manuscript for Cambria Press.

Itkonen, T. (2009). *CSUCI mini grant* to research "Frames, Social Capital, and Policy Outcomes: Longitudinal Analysis of Autism Advocacy Groups."

Ream, R. & Itkonen, T. *Construction of Target Populations Using Frames and Social Capital*. Submitted to ACLS, not funded.

Itkonen, T. (2009). *CSUCI mini grant* to conduct research on "Construction of Target Populations Using Frames and Social Capital."

Itkonen, T. (2008). *Travel grant to Washington DC* to attend "The states' impact on federal education policy" May 8-9, 2008. The Spencer Foundation.

Itkonen, T. (Spring, 2008). *UNIV 498: Faculty student research.* Although this was a 3 unit course, it was initiated via a competitive RFP.

Itkonen, T. (2006-07; 2007-08; 2008-09). *Perspectives on Disability, Society, and Civic Engagement.* IRA grant ($1,600) for guest speaker honoraria, adults with disabilities who share their experiences with SPED 642, EDSS 560, and SPED 345 during Fall and Spring semesters.

Itkonen, T. & Frisch, S. (2007). *Center for Integrative Studies Award.* Used to plan for interdisciplinary teaching across political science and education programs.

Itkonen, T. (2007). *CSUCI mini grant* for scholarly writing time (article and book prospectus). Grant not awarded.

Itkonen, T. (2006). *Interest Groups Involvement in IDEA 2004.* Summer research grant submitted to the National Endowment for Humanities, September 2006. Not funded.

Itkonen, T. (2005). *The Demographics of Special Education Litigation in the Los Angeles Region*. Proposal submitted to the Haynes Foundation, 2005, not funded.

Itkonen, T. (2006). *CSUCI mini grants* for research release time awarded by Faculty Development, California State University Channel Islands.

Graduate Division Dissertation Fellowship, University of California at Santa Barbara, Spring 2004

Gevirtz Scholars Dissertation Fellowship, Gevirtz Graduate School of Education, University of California at Santa Barbara, Spring 2003

American Educational Research Association, Spencer Doctoral Fellowship, 1999-2000

University of California at Santa Barbara, Graduate School of Education, a merit-based block grant, Fall quarters 1997, 1999, 2002

Alpha Delta Kappa - International Teacher Education Scholarship (1986-1989)

University of Oregon Honor's Scholarship (1987-1989)

MANUSCRIPT REVIEWER

Learning and Individual Differences (2016)
International Journal on Disability, Development, and Education. (2011)
American Journal of Education, U of Chicago Press (2008)
Journal of the Association for Persons with Severe Handicaps
Research and Practice for Persons with Severe Disabilities

PROPOSAL REVIEWER

American Educational Research Association
Education Policy and Politics, Fall 2006, 2007
AERA International Relations SIG, 2008 and 2009

SERVICE TO THE UNIVERSITY AND THE COMMUNITY

University wide:

Elected committees:
Student Affairs Liaison, 2007-2008, 2008-2009, 2010-2012
Student Academic Policy Committee, Fall 2008 to present
Center for International Affairs, Advisory Committee, Fall 2007 to present

Search committees:
Political Science Faculty Search Committee, Searches 2005-2006; 2006- 2007
Performing Arts Search Committee, 2006-2007

Task forces and subcommittees:
Student Research Committee, 2010-2012
Family Weekend Planning Committee, Fall 2008
Ad Hoc Structure Task Force, 2007-2008
Assessment Plan Task Force, Center for International Affairs, Summer 2006
WASC sub-committee on Inclusion, Fall 2006
WASC sub-committee on Teacher Education Assessment, Fall 2006
Making Teaching Public task force, Fall 2006
Disability Accommodation Training Website workgroup, Fall 2006

Education:
Graduate Policy Committee, Co-Chair, Spring 2007 to present
Master of Art in Education, Educational Leadership Emphasis Task Force, Fall 2005 to present
Education Program Committee, Fall 2005 to present
Education RTP Policy Document Task Force, Fall 2005 – Spring 2006
Single Subject Faculty Search Committee, 2005-2006
Educational Leadership Search Committee, 2006-2007, 2007-2008

Special education:
Education Specialist credential, program coordinator and committee chair, Fall 2005 to present
Master of Art in Education, chair of special education emphasis task force, Fall 2005 to present
Special Education Program Committee, Fall 2005 to present
Faculty advisor, Fall 2006 to present
Faculty advisor for MA in Education, special education emphasis
Special education search committee, 2007-2008; Spring 2012

Community:
- CSUCI Conference on Social Justice for Education, co-organizer and co-founder, April, 2009 , 2010, 2011, 2012

- CSUCI special education faculty representative on the SB 1209 task force with Ventura County Superintendent of Schools and institutes of higher education. Fall 2006 to present.

-Ventura County Special Education Local Planning Area (SELPA) Committee to align the individualized education program forms with current federal and state legislation. Members included the assistant director of the SELPA, school districts' special education directors, two parent representatives, and myself (representing CSUCI). Fall 2005 -Spring 2006

- Collaboration with Ventura County Superintendents of Schools, Beginning Teacher Support and Assistance program to develop a comprehensive inter-agency (CSUCI and VCSS) support model for beginning special education teachers. Spring 2006 to present

Profession:

- Dissertation committee member for Candidate Nori Naylor, UC Riverside, Fall 2011 to present
- Dissertation committee member for Candidate Chen-Yu Pan, University of Jyvaskyla, Finland, Fall 2011 to present
- Dissertation committee member for Candidate Henri Pesonen, University of Helsinki, 2014 to 2016
- Dissertation external reviewer & approver, Erja Sandberg, University of Helsinki, Finland. 2015.[1]
- Dissertation external reviewer & approver, Minna Salonen, University of Jyvaskyla, Finland. Fall 2011.
- Dissertation external reviewer & approver, Cosmas Mnyanyi, Abo Akademi I Vasa, 2014

- Chair and organizer of an international education seminar titled *Brave Questions*, San Diego, CA August 9, 2011, fully sponsored by the Foreign Ministry and Ministry of Education and Culture, Finland. Representatives of the Ministries were present and gave official welcome and keynote. Break out sessions included presentations by leading education policy makers and scholars from the US and Finland.
- International Relations Committee, 3-year term, American Educational Research Association, 2008 -2011, appointed by the President of AERA

[1] The doctoral program in Finland includes two external, independent reviewers ("esitarkastaja"), who review the final draft of the dissertation after the committee has approved it. The external reviewer provides feedback, and either approves, approves with revisions, or rejects the dissertation. I approved the three I was invited to review, with revisions. The candidate then defends the dissertation to an opponent who is neither on the committee nor the external reviewer. In the three drafts, which I reviewed, all resubmitted their work and defended successfully.

- National Membership Committee, Politics of Education Association, 2007 to 2010
- Chair of National Membership Committee, Politics of Education Association, 2010-2011

PROFESSIONAL MEMBERSHIPS

Comparative International Education Society

American Educational Research Association

Politics of Education Association

Council of Exceptional Children

PAST PROFESSIONAL AND TEACHING EXPERIENCE

Employer: Santa Barbara County Education Office
Position: *Behavior Specialist* (August 1997 to June 2005)
Duties: Conduct functional assessments; consult with and train special and general education teachers on behavioral supports, classroom management, curriculum modifications, assessment (e.g., WIATT, diagnostic reading and math assessments); provide beginning teacher support; committee service; grant writing; train school faculties on school wide behavioral supports; train principals on new special education policies and legislation

Employer: Santa Barbara County Education Office
Position: *Inclusion Teacher*, Special Education (August 1996 to August 1997)
Duties: Design and implement individualized supports for students with mild to severe disabilities in general education settings; supervise assistants

Employer: Hawaii State Department of Education, Special Education Section
Position: *Federal Project Coordinator* (July 1995 to June 1996)
Duties: Coordinate state special education personnel in-service training activities in rural island communities; coordinate comprehensive state personnel development system (CSPD); collaborate with state school reform initiatives; report to the USDOE.

Employer: Hawaii State Department of Education, Leeward District, Special Education
Position: *District Program Specialist* (August 1993 to July 1995)
Duties: Provide technical assistance and training to special educators (in programs for students with mild, moderate, severe disabilities, inclusive education, and the juvenile justice system),
school faculties, and administrators on curricular, teaching methods, and behavioral issues, assessment

Employer: Santa Barbara County Education Office, Santa Barbara, CA
Position: *Teacher*, high school, (August 1989 to June 1992)
Duties: Design and implement an inclusive program for students with moderate to severe disabilities, including curriculum development and modification, transition planning, behavioral supports.

CONSULTATION EXPERIENCE

Organization: Santa Barbara School District
Position: Trainer and facilitator for school-wide behavior support plan (June-July 2011)
Duties: Baseline assessment, consultation with principal and lead teachers, conduct a workshop on research-based school-wide behavior plans, facilitate development of a blueprint at the training (including all teachers, administrators, and support personnel)

Organization: The Autism Society of Finland
Position: Consultant (June 1995 to December 2000)
Duties: Conduct nation-wide trainings for practitioners; consult with the agency and policy makers in the development of a policy document on educating students with autism; translate for co-presenter from English to Finnish or Swedish

Organization: Windward Area Agency, Hawaii
Assignment: Secretary of Community Advisory Council (November 1993 to July 1995)
Duties: Assist Windward community parents to access integrated community services (e.g., the Little League)

Organization: Training and Resources for Community and Curriculum Integration, State of California
Assignment: Consultant, 1990-1992
Duties: Provide statewide in-service training and technical assistance to administrators, teachers, instructional assistants, and related service staff on inclusion of students with severe disabilities, classroom management, the IEP process, positive behavioral supports, and collaborative teaming

Organization: ARC of Oregon
Assignment: Team Leader of the Lane County Guardianship and Advocacy Planning Services (GAPS), 1988-1989
Duties: Supervise county team activities and support delivery; coordinate team activities with the GAPS board; a personal advocate for an individual with severe disabilities

W. CHARLES WEIS, III

Educational Background:

Ph.D. in Educational Policy and Organizational Studies
University of California, Santa Barbara, 1991

M.A. in Psychology, Specializing in School Psychology
California State University, Northridge, 1974

B.A. in Psychology, University of California, Los Angeles, 1972

Credentials:

California Administration/Supervision (preschool, K-12, adult education), #SC 5599 9/3/76

California Standard Designated Services, Specializing in Pupil Personnel Services, School Psychology (K-12), #SSC 7296 6/12/74

California Educational Psychology License #910 5/29/79 (inactive)

Professional Experience:

8/15 to Present Assistant Professor of Educational Leadership
School of Education, California State University Channel Islands

Coordinator, Educational Leadership programs (Spring 2016)
Co-Director CODEL Doctoral program (2016-17)
Advisor, MA in Educational Leadership programs (2016-17)

Courses taught:

Semester and Year	Course Number	Title	Section	Units	# of Students
Fall 2015	EDUC 510	Learning Theory & Development	1	3	23
Fall 2015	EDUC 512	Equity, Diversity, & Foundations of Schooling	3	3	25
Fall 2015	EDPL 624	Human Resources Management	2	3	14

		in P-12 Education			
Spring 2016	EDPL 620	Leadership of Collaborative (Assessment & Accountability Leadership)	1	3	20
Spring 2016	EDUC 512	Equity, Diversity, & Foundations of Schooling	2	3	26
Fall 2016	EDUC 697*	Advanced Directed Studies	1	0	1
Fall 2016	EDPL 624	Human Resources Management in P-12 Education	2	3	18
Fall 2016	EDPL 631	Fieldwork/Clinical Practice		0	4
Fall 2016	EDPL 619	Thesis Advising		1	2

7/08 to 6/12 Santa Clara County Superintendent of Schools (260,000 ADA)
7/93 to 6/08 Ventura County Superintendent of Schools (130,000 ADA)
2/04 to 6/08 Part-time faculty for Graduate School of Education,
California State University, Channel Islands
6/05 to 8/14 Part-time faculty for Graduate School of Education, California Lutheran
University, Thousand Oaks
1/96 to 9/03 Part-time faculty for Graduate School of Education,
California State University, Northridge
9/97 to 2000 Part-time faculty for Graduate School of Education and Psychology,
Pepperdine University
7/90 to 6/93 Assistant Superintendent of Curriculum and Instruction,
Ventura County Superintendent of Schools Office (125,000 ADA)
7/91 to 8/92 Part-time faculty for summer graduate Measurement of Classroom Learning
course; California Lutheran University, Thousand Oaks
11/88 to 6/90 Assistant Superintendent of Educational Services
Fillmore Unified School District (3,400 ADA)
7/84 to 11/88 Principal of Sespe Elementary School
Fillmore Unified School District (819 students, grades K & 4-6)
8/83 to 7/84 Principal of Fillmore Community High School
Fillmore Unified School District (50-student continuation)
8/80 to 7/84 Director of Special Services,
Fillmore Unified School District (3,200 ADA)
12/73 to 8/80 President and Consultant for Educational Psychology Systems, Inc.
(An educational consulting group to schools and industry, providing
training, program evaluation, computer data analysis and grants.)
9/74 to 6/76 Coordinator of Substance Abuse Prevention
Fillmore Unified School District (3,200 ADA)
9/75 to 1/76 Instructor for University of California, Santa Barbara Extension
1/75 Lecturer for California State University, Northridge

10/73 to 3/74 Research Assistant to Dr. Robert Crisera,
National Institute for Occupational Safety and Health

10/73 to 6/74 Graduate Assistant to Dr. Alice Hawkins,
California State University, Northridge; (Graduate-level statistics and
research methods, child development, thought and language development.)

Statewide Leadership:

Association of California School Administrators (ACSA) (1980 – Present)

ACSA President (2009 – 2010)

ACSA Executive Committee (2006 – 2011)

ACSA Board of Directors (2004 – 2011)

ACSA Finance Committee (2006 – 2011)

ACSA Superintendents' Council (2003 – 2004), Board Liaison (2008 – 2010)

ACSA Technology Leadership Group (2007 – 2008)

ACSA Career Technological Education Task Force (2007 – 2008)

ACSA Region XIII Board of Directors (2003 – 2008

ACSA / CCSESA Career Technical Education Council (2003 – 2007)

ACSA No Child Left Behind Task Force (2002 – 2007)

ACSA Student Services and Special Education Council (2006 – 2007)

ACSA State Board of Education Agenda Reactor Group (2005 – 2007)

ACSA Curriculum, Instruction and Evaluation Council (2004 – 2006)

ACSA Chapter Vice President (1987 – 1988)

Association for Supervision and Curriculum Development (1985 – 2012)

California Association of Latino Superintendents and Administrators (CALSA) (2008 – 2012)

California Comprehensive Center (CA CC) at WestEd, Advisory Board (2006 – 2012)

California County Superintendents Educational Services Association (CCSESA) (1993 – 2012)

CCSESA Board of Directors (1995 – 1997; 2001 – 2003; 2011 – 2012); (President, 2002 – 2003)

CCSESA CalPERS Task Force (2007 – 2012)

CCSESA Preschool Task Force (2005 – 2012)

CCSESA Career Technical Education Council (2004 – 2007)

CCSESA Legislative Action Subcommittee (1997 – 2000)

California State University Independent Doctorate Advisory Committee (2009 – 2011)

The Horace Mann League (2004 – Present)

Southern and Northern California Superintendents Association (2003 – Present)

Public School Accountability Act (SB 1X) Advisory Committee (1999 – 2013)

PSAA Technical Design Group; 5-Year Planning Subcommittee (Chair 2008 – 2010)
Urban Education Dialogue (2009 – 2012)

Statewide and Community Leadership (alphabetical):

American Red Cross Ventura County Chapter, Ventura County Chapter (1984 – 1986)
Building Assets Strengthening Individuals Commission (BASICO) (2005 – 2008)
California Academic Content Standards Commission (2010)
California Academic Decathlon Board of Directors (2001 – 2003)
California Academy for Physical Education Board (1991 – 1993)
California Department of Education Local Accountability Improvement Project (1977)
California School Boards Association (CSBA), Superintendents Council (2006 – 2010)
California State PTA, Education Commission (2007 – 2009)*
Camarillo Boy Scouts Community, Advisory Board (1995 – 2000)
Camarillo Noon Rotary Club (1993 – 2000)
Children's Health Initiative, Steering Committee (2005 – 2008)
Community Commission of Ventura County (2003 – 2008)
Conejo Valley Coalition for Youth and Families (2003 – 2005)
CSU K-12 Educational Leadership Task Force (2003 – 2004)*
CSUCI University Preparation School, Board of Directors (2000 – 2008)
Facilities / Fundraising Subcommittee (2003 – 2008)
CSU Northridge, Ventura Campus, Class Act Committee (1994 – 1996)
EDUCARE of California at Silicon Valley, Board (2010-12)
Fillmore Chamber of Commerce Board (1988 – 1990)
Fillmore Hotline Trainer (1983 – 1987)
Fillmore Sunriser Rotary Club Charter Member (1984 – 1986)
FIRST 5 Commission of Santa Clara County (2008 – 2009)
FIRST 5 Commission of Ventura County (1995 – 2008; Chair 2003 – 2004)
FIRST 5 Preschool for All Implementation Subcommittee (Chair 2005 – 2008)
FIRST 5 Commission Oversight Board (2004)
Gateways Cradle to Career Education and Workforce Partnership, CSU East Bay, Executive Committee (2009 – 2012)
Hansen Trust Advisory Board (1995 – 2001; Chair 1999)
Joint Venture: Silicon Valley Network, Board of Directors (2008 – 2012)
Juvenile Justice Systems Collaborative, Commissioner (2008 – 2012)
Kids in Common, Children's Agenda Vision Council (2008 – 2012)
KVTA Community, Advisory Board (2003 – 2008)
Master Plan for Education: School Readiness Advisory Committee (2001 – 2002)
No Child Left Behind (AB312) Advisory Committee for California State Board of Education

(2002 – 2004)

No Child Left Behind – Governor Davis' Representative to NCLB First Annual Student Achievement and School Accountability Conference (Denver, Colo., 2002)

Obesity Prevention Task Force (2004 – 2008)

Public Health Community Advisory Board (1994 – 1998)

Public Policy Institute of California, Education Advisory Board (2003 – 2010)

SACC Assistive Technology Center, Board of Directors (1993 – 1998; President 1995 – 1996)

San Jose Silicon Valley Chamber of Commerce (2008 – 2012)

Board of Directors (2009 – 2012)

Education Committee (2008 – 2012)

Santa Clara County Education Coalition Board (2008 – 2012)

Santa Clara County Office of Women's Policy Advisory Board (2011 – 2012)

Segue Career Guidance Program, Board of Directors (2003 – 2008)

State Superintendent's Universal Preschool Task Force (Co-Chair 1995 – 1996)

37th Assembly District Education Advisory Committee (1995)

Training in Education for the Achievement of Children (TEACH), Advisory Board (1994 – 1999)

Tri-County Education Coalition (1993 – 2008; Chair 2000)

UCSB Graduate School of Education, Advisory Board (1995 – 2005)

Ventura County Agriculture Literacy Council (1994 – 1995)

Ventura County Alcohol and Drug Programs Master Plan Advisory (1991 – 1993)

Ventura County Alliance for on Economic Vitality (1993 – 1996)

Ventura County Arts Council (1997 – 2008)

Ventura County Children's Coordinating Council (1992 – 1995)

Ventura County Community Foundation Blue Ribbon Advisory Committee (1994 – 1995)

Ventura County Discovery Center Advisory Board (1996 – 2008)

Ventura County Economic Development Association (1991 – 2008)

Ventura County High Performing High Schools Commission (2005 – 2008)

Ventura County Interagency Juvenile Justice Council (1993 – 2005)

Ventura County Literacy Council

Ventura County Maritime Museum Board of Directors (1990 – 2008)

Ventura County Partnership for Safe Families (2003 – 2008)

Ventura County Performing Arts Foundation Board of Directors (1994 – 1995)

Ventura County Public Health Community Advisory Board

Ventura County Regional P-16 Council (2007 – 2008)

Ventura County School Boards Association, Executive Board (1993 – 2008)

Ventura County Self-Esteem Task Force (1992 – 1994)

Ventura County Tech Prep/School-to-Career Executive Board (1991 – 2003)

Visions for Recovery, Advisory Board (1995 – 1999)

Workforce Investment Board (2000 – 2008)

WIB Executive Committee (2003 – 2005), Youth Council (2000 – 2008; Chair 2003 – 2005)

Honors:

Marcus Foster Memorial Award for Administrator Excellence, ACSA Region 8 ……February 2012

Statewide .....November 2012

After-School Champion, Santa Clara County …….. October 2010

After School Collaborative Inspirational Leader Award, Kidango …….. December 2009

Executive Leadership Award, CA County Superintendents Educational Association .....August 2009

Honorary Degree, Doctor of Humane Letters, California Lutheran University …… May 2009

Honorary Service Award, California State PTA …… April 2005

Champion of Tolerance Award, Anti-Defamation League .....May 2004

Golden Oak Award, California State PTA .....March 2002

Advocacy Award, California Association for Bilingual Education …… February 2002

Perpetual Award, CCSESA 2002

Nominated to the Horace Mann League 2001

Honored Member, International Who's Who of Professional Educators 2001

Marcus Foster Award for Administrator Excellence, ACSA Region XIII .....May 2000

Educator Award, Ventura County Planned Parenthood December 1999 Exceptional I

President's Award, Ventura County Mathematics Council .....May 1998

Administrative Excellence Award, ACSA South Ventura Chapter ……April 1998

1997-98 Educational Leadership Award, Phi Delta Kappa 1998

Smart Villager Award, Rain Networks Community Technology Project 1997

Outstanding Public Service Award 1996,
CA Farm Bureau/ CA Foundation for Agriculture in the Classroom .....December 1996

Distinguished Public Service Award, Anti-Defamation League .....

Dr. James Cowan Award of Excellence in Education, VCEDA .....June 1996

Superintendent of the Year, ACSA Region XIII 1996

Honorary Service Award, 12th District PTA 1995
Gold Award, California Teachers Association 1994
National Honor Society in Psychology, Psi Chi, CSUN 1973
Honors Program, UCLA 1971-1972
Outstanding Student, Rotary Award 1965

Professional Associations:

Association of California School Administrators (1980-Present)
Association for Supervision and Curriculum Development (1984 – 2001)
American Educational Research Association (1990 – 2000)
American Society for Training and Development (1976 – 1980)
California Association of Professors of Educational Administration (2015 – Present)
California Association of Program Evaluators (1975 – 1980)
California Association of School Psychologists (1974 – 1980)
California Association for the Gifted (1980 – 1985)
California School Boards Association (2014- Present)
Computer-Using Educators (1982 – 1985)
Down's Syndrome Association (1994 – 1999)
Phi Delta Kappa (1987 – Present)
Southern CA Leadership Development Group, UCLA/Claremont Graduate School (1983 – 1987)
Western Association of Administrators of State and Federal Programs (1980 – 1983)

Professional Contributions:

"One Community Working Together," article, Leadership magazine, November/December 2011

Host of "Head of the Class," Santa Clara County Office of Education online news program (December 2010 – Present)

Monthly column in "Education Bulletin," Santa Clara County Office of Education newsletter (November 2009 – Present)

Formed SJ2020 initiative, in collaboration with the City of San Jose, an effort to eliminate the achievement gap in San Jose by 2020 (October 2009 – Present)

Speeches to educators and to business and community organizations for Santa Clara County Office of Education (July 2008 – Present)

"We need a culture that supports teachers," opinion editorial, San Jose Mercury News, May 12, 2011

"Master plan will help eliminate achievement gap," opinion editorial, San Jose Mercury News, Nov. 10, 2010

"Fixing the flaws in NCLB," opinion editorial, San Jose Mercury News, Oct. 13, 2009

"Preschool is a key to boosting graduation rates," opinion editorial, San Jose Mercury News, June 26, 2009

"Deserved anger over state budget," opinion editorial, San Jose Mercury News, Aug. 27, 2008

Regular Contributions to 6th District PTA regional newsletter "The Bell"

Professional Contributions (continued):

Regular Contributions to Focus on Education; California Curriculum News Report; Ventura County Star Opinion Page; Parent Teacher Association (PTA) and Ventura County School Boards Association (VCSBA) Newsletters (1993 – 2008)

Numerous speeches and office publications for the Ventura County Office of Education (1993 – 2008)

"State of Education in Ventura County / Role of County Superintendent of Schools" (1999 – 2008). Annual presentation to Ventura County Leadership Academy

"California Healthy Kids Survey Results and Challenges" (February and May 2005). Workshop presented to local educators, health care professionals and community leaders, Ventura County Superintendent of Schools Office

"Career / Technical Education" (October 2005). Workshop presented with County Superintendents Castruita, Nemko and Wentworth at the CCSESA Quarterly Meeting, Monterey, Calif.

"Advanced Brown Act Training" (April 2005). Workshop for Ventura County School District Board Members, Superintendents and Superintendents' Assistants

No Child Left Behind White Paper (August 2004). Working Group Member for the Joint Committee to Develop a Master Plan for Education

"School Board Candidate Academies" (August 2004). Workshop for Ventura County School District Board Member Candidates

"No Child Left Behind Overview." Workshop presented at School to Career Annual Academy in Costa Mesa, Calif. (June 2004); Certificated Personnel Network in Ventura (April 2003, April 2004); ACSA Superintendent's Symposium in Monterey (January 2004); CCSESA Curriculum and Instruction Steering Committee in Sacramento (January 2004); PassCO Conference in San Diego (January 2004); CSBA Annual Conference in San

Diego (December 2003); University of California, Santa Barbara Graduate School of Education (October – November 2003); CLU Policy Development and Political Influences in Education Course in Thousand Oaks, Calif. (October 2003); CCSESA Quarterly Meeting in Napa (October 2003); Ventura County District Superintendents and Human Resources Officials in Camarillo (September 2003); Regional RollOut of NCLB in Camarillo, Calif. (August 2003); What NCLB Means to Our School Conference in Tehama County (August 2003); County Offices of Education

Business Conference in Sacramento (March 2003); California Cooperative Directors Association in Seaside, Calif. (February 2003); and School Law Roundtable on NCLB in Ventura (February 2003)

"The Link Between Universal Preschool and Ventura County Economic Development" (May 2004). Speech for Project WorkLife

"No Child Left Behind Implementation Issues" (October 2002 – May 2004). Presentations to the California State Board of Education regarding input from the AB312 NCLB Liaison Team

Professional Contributions (continued):

"NCLB Highly Qualified Teachers as it relates to Career Technical Education and ROP" (March 2004). Workshop Presented at ACSA/CCSESA School to Career Committee in Sacramento

"Don't Break the Bank: Strategies for Dealing with Budget Cuts" (February 2004). Workshop taught with Stan Mantooth, for School District Board Member Candidates, Ventura County Superintendent of Schools

"Stay Out of Jail: An Overview of the Brown Act" (January 2004). Workshop taught with Tony Trembley, Attorney, for Ventura County School District Board Members and Superintendents

"Boardsmanship: Enhancing the Effectiveness of Your Governance Team" (November 2003). Workshop taught with Dr. Manny Scrofani and Davis Campbell, for Ventura County School District Board Members and Superintendents

"California's Plan for Compliance with No Child Left Behind" (2003), California Curriculum News Report, October 2003

"Support of young people in their journey toward recovery from drug addiction" (March 2003). Workshop for Ventura County Community Leaders and Health Officials

"We Choose to Go to the Moon" (November 2002). Motivational speech given at Migrant Education/Even Start Conference in Sacramento and for Pleasant Valley School District Educators (August 2002)

"Role of County Offices of Education in Assisting Low Performing Schools" (August 2002). Presentation to the California Legislature Joint Committee on Low Performing Schools

"California Master Plan for Education" (2002). Working Group Member for the Joint Committee to Develop a Master Plan for Education

"Measuring up: The API as a Planning Tool" (2000). Thrust for Educational Leadership, March/April

"Ready to Learn, Quality Preschools for California in the 21st Century" (1998). Co-authored for the California Department of Education

"Beyond Tunnel Vision" (1997). Thrust for Educational Leadership, January. Co-authored with Phillip Gore

"Education: The Brain Business." Invited workshop presentation with Diane Weis at ACSA Annual Conference in San Francisco (October 1996), at ACSA Principals Academy South and North (February and March, 1996 and 1997), and at ACSA Curriculum and Instructor Academy (January 1997)

"Leadership from the Central Office" (October 1992). Thrust for Educational Leadership

"Toward Healthy Schools" (1992). Co-authored for the California Department of Education

Professional Contributions (continued):

"Transformational Central Office Leadership in Restructuring Schools" (October 1992). Symposium at California Association for Supervision and Curriculum Development, Newport, Calif.

"Brain-Based Instructional Strategies" (1992). Symposium at the California Academy for Physical Education, June, California State University, Fullerton

Superintendents' Control and Coordination of the Technical Core in School-Based Managed School Districts (1991). Doctoral dissertation at UCSB, Norman J. Boyan, Chair

Chair of the Editorial Board of the California Curriculum News Report (1991-1993) Alameda County: California Department of Education

Administrative Training Center Trainer for "Structuring Schools for Student Success" module (1991-92). Sacramento: CSLA

"Evaluating D.A.T.E. Programs" (1991), with Jean Varden and Judy Seyle. Workshop for Ventura County D.A.T.E. Coordinators

"Drug, Alcohol and Tobacco Education: An Opportunity for Restructuring" (1990), Healthy Kids

Connection, Vol. 1, November, News from the Region 8 Healthy Kids Center, Ventura: VCSS

"Currently Available Early Childhood Assessments Should Carry the Consumer Warning: Caution: May Be Hazardous to Young Children's Futures" (October 1989). Keynote speech for the Assessment in the Best Interest of Young Children, Fall Symposium co-sponsored by Tri-County Association for the Education of Young Children and Tri-County Mathematics Project, UCSB, Santa Barbara

"Beating the Dinosaur Syndrome: How School Psychologists Can Avoid Obsolescence" (January 1989), with Susan Roberts. Workshop at the Dreams and Teams, Pupil Personnel Services conference for Ventura County, Ventura

"Perspectives on the Change Process: The Superintendent's Role in School-Level Change" (December 1988). Presentation to the Effective Schools Planning Committee for Ventura County

"Evaluation of Effective Schools" (April 1987), with Dorothy Maloney and Beverly Turse. Workshop at the Promoting Excellence Through Effective Schools conference, Ventura

"Proposal Writing" (April 1986), with Phyllis Jacobson. Workshop presented at the Annual Meeting of AERA, San Francisco

"What They Don't Teach you in Graduate School About Working in School Settings" (April 1986), with Phyllis Jacobson. Paper presented at the Annual Meeting of AERA, San Francisco

Professional Contributions (continued):

"The Principal's Role in Implementing the New State Framework in Mathematics" (January 1986), presentation at the Ventura County Math Framework conference

"Potpourri of Significant Evaluation Topics: Questions and Answers" (April 1980), presented with Steven Keleman at the 1980 Annual National Association for Bilingual Education Conference, Anaheim, Calif.

"Conducting Internal Fiscal Audits of Educational Programs" (May 1979), presented with Steven Keleman at the Annual Convention of the California Society of Educational Program Evaluators and Auditors, San Francisco

"Special Education Program Evaluation Requirements Under PL 94-142 and AB 1250" (March 1978), presented with Steven Keleman at the Annual CASPP Convention, Los Angeles

"The Role of the Counselor and Other Pupil Services Personnel in AB 65" (February 1978), presented at the Ten Southern California Counties Conference on AB 65 Student Progress, San Diego

"Comprehensive Community Audit"(May 1977), presented with Dr. Warren Newman, Los Angeles County PERPS Division at the Annual Conference of the California Society of Educational Program Auditors and Evaluators (CSEPAE), Los Angeles

"Humanistic Needs Assessment" (May 1977), presented with Steven Keleman at the Annual Conference of CSEPAE, Los Angeles

"Training Teachers as Counselors: Developing a Counseling Team" (March 1977), symposium presented at the Annual Convention of the California Association of School Psychologists (CASP), Los Angeles

"Analysis and Modification of Needs Assessment Models" (October 1976), presented with Dr. Dale Russel, Los Angeles County PERPS Division, workshop at the Los Angeles County Planning, Implementing and Evaluating Conference, North Hollywood

"Center for the Study of Evaluation Needs Assessment Model: A Report from the Field" (March 1976), invitational presentation with Dr. Adrienne Bank, UCLA-CSE, at the International Educational Needs Assessment conference, Oakland

"Models of School Psychology Practiced in the Field" (March 1974). Presented with Mauel, Weibly and Smith at the CASP Convention, San Diego

"The Effects of Grading on Pupil Self-Concepts and Attitudes" (March 1974). Presented with Abel and Mauel at the CASP Convention, San Diego

NOTE: Credentials and Professional Contributions may be under Walter Charles Weis, III.

KAIA TOLLEFSON

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EDUCATION

Ph.D.	Language, Literacy, and Sociocultural Studies University of New Mexico, 2004
M.Ed.	Public School Administration University of Alaska, Anchorage, 1995
B.S.	Education Valley City State University, North Dakota, 1982

EXPERIENCE

2016-present	Professor of Education, California State University Channel Islands, Camarillo, CA
2010-2015	Associate Professor in Education, California State University Channel Islands, Camarillo, CA
2010-2015	Director of Project Vista—$2.8M Department of Education Title V-HSI Grant, California State University Channel Islands, Camarillo, CA
2008-2009	Chair, CI School of Education Accreditation, California Commission on Teacher Credentialing
2006-2009	Assistant Professor in Education, California State University Channel Islands, Camarillo, CA
2005-2006	Adjunct Professor, Vermont College Master in Education Program, Montpelier, VT
2004-2005	Lecturer, University of New Mexico College of Education, Albuquerque, NM
2004-2005	Instructional Coach, Desert View Intermediate School, Los Lunas, NM
2002-2004	Instructor, University of New Mexico College of Education, Albuquerque, NM
2002	Consultant and Curriculum Developer for the Southwest Center for Service Learning Opportunities in Education, Albuquerque, NM
2001-2002	Teacher, Rio Rancho Public School District, Rio Rancho, NM
2000-2001	Program Manager, Post-Baccalaureate Licensure Program, University of New Mexico College of Education, Albuquerque, NM
1997-2000	Instructor, University of New Mexico College of Education, Albuquerque, NM
1992-1997	Administrator, Kodiak Island Borough School District, Kodiak, Alaska. Principal, North Star Elementary School, Fall 1995-Spring 1997; Curriculum and Staff Development Coordinator, Fall 1992-Spring 1995
1983-1992	Teacher, Kodiak Island Borough School District, Kodiak, Alaska

RESEARCH INTERESTS

Social Justice in Education
Leadership
Educational Accountability and School Reform
Parent-Teacher-Student Relationships

SCHOLARSHIP

Grants

Tollefson, K., Berg, G. and McNeill, A. (2010-2015). P*roject Vista: A far-reaching mental view*. Funded by the Promoting Postbaccalaureate Opportunities for Hispanic Americans Title V program, U.S. Department of Education. $2,824,495. Grant award #P031M105072.

Tollefson, K, Quintero, A. and Estrada-Gonzalez, M. (2014). *Project NextGen: Cultivating diversity in the next generation of scholar-leaders*. Proposal submitted to the Promoting Postbaccalaureate Opportunities for Hispanic Americans Title V program, U.S. Department of Education. $2,874,982. Scored 94/100. Not funded.

Publications

Tollefson, K. and Magdaleno, K. R. (2016). Educational leaders and the acknowledgement gap. *Journal of School Leadership*, 26(2): 37-63.

Tollefson, K. and Pereira, M. (2016). Pipelining: Battling the Latino education crisis from P12 through graduate school. *Radical Pedagogy,* 13(2). Retrieved from http://www.radicalpedagogy.org/radicalpedagogy.org/Current_Issue.html

Berg, G. and Tollefson, K. (2014, September). Latina/o perceptions of post-baccalaureate education: Identifying challenges to increased participation. *Journal of Latinos and Education,* 13(4): 296-308.

Tollefson, K (2010). Straight privilege: Unpacking the (still) invisible knapsack." *ERIC*. May 2010. (http://www.eric.ed.gov.proxy.lib.wayne.edu/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED509465&ERICExtSearch_SearchType_0=no&accno=ED509465)

Tollefson, K. (2008). *Volatile knowing: Parents, teachers, and the censored story of accountability in America's public schools*. Lexington, MA: Lexington Press.

Tollefson, K. and Osborn, M. K. (2008). *Cultivating learner-centered classrooms: From theory to practice*. Thousand Oaks, CA: Corwin Press.

Tollefson, K. (2008). [Review of the book *The effective literacy coach: Using inquiry to support teaching and learning* by Adrian Rodgers and Emily M. Rodgers]. *Teachers College Record*, January 2, 2008. Retrieved from http://www.tcrecord.org/Content.asp?ContentId=14867 on January 2, 2008.

Keefe, E. and Tollefson, K. (2003). [Review of the book *High stakes: Children, testing, and failure in American schools* by Dale Johnson and Bonnie Johnson.] *Journal of Anthropological Research*, 59(1).

Research Projects and Scholarship in Review and Development

Tollefson, K., Karp, J. and Taha-Resnick, A. "The Economic, Social and Moral Imperatives of Early Care and Education: A Local Project, A National Conversation." Article submitted for review to the *Harvard Educational Review*, August 14, 2015.

Tollefson, K., Nam, S. and Sowers, E. "Their stories: CI faculty, staff and administrators who were first generation college students navigating higher education." Three articles under development; CI website under development.

Tollefson, K. and Karp, J. Letter of Intent submitted in August 2015 to the Sociological Foundations Initiative for a $20,000 grant to fund a study entitled "Supporting teen parents, abandoning college parents: A case study."

Tollefson, K. CI mini-grant awarded, 2015-2016 for a project entitled "Women's work: Promoting access, equity and social justice in education."

Tollefson, K. and Castañeda, J. "Preparing schools for genuine parent engagement." Article under development.

Other Disseminated Scholarly Work

Kinsey, G., Kohl, T., Magdaleno, K., Marshall, J., Rummel, T. and Tollefson, K. (2015). *Collaborative Online Doctorate in Educational* Leadership (CODEL). Joint Ed.D. in Educational Leadership, with Fresno State (https://www.dropbox.com/sh/4y1gw0gczdeavwc/AAB38pEejNkxWxwwg5lBls1Ua?dl=0). Proposal peer reviewed and approved by CI Academic Senate, Provost and President (Spring 2014); Fresno State Graduate Group (approved Fall 2014); CSU Chancellor's Office (approved February 2015); and WASC (approved July 2015).

Peer reviewer, *CLEARVoz Journal* (http://clearvoz.com/our-work/research/clearvoz-journal/). "A Person-Centered Expectancy Motivation Model," Manuscript #14-49-1-SM (February 2015); "Diversity and Critical Pedagogy in Higher Education: Empowering Educational Leaders to Find Their Academic Voice" (January 2014); "The Evolution of Student Feedback Over Time: A Case Study Approach" (January 2014)

Tollefson, K. (2015). Project Vista Annual Performance Report, Year 4. Submitted to the U.S. Department of Education, January 29, 2015.

Tollefson, K. (2014). Project Vista Annual Performance Report, Year 3. Submitted to the U.S. Department of Education, January 16, 2014.

Tollefson, K. (2013). Project Vista Annual Performance Report, Year 2. Submitted to the U.S. Department of Education, January 29, 2013.

Tollefson, K. (2012). Project Vista Annual Performance Report, Year 1. Submitted to the U.S. Department of Education, January 25, 2012.

Tollefson, K. (2011). Project Vista Interim Performance Report, Year 1. Submitted to the U.S. Department of Education, April 29, 2011.

Tollefson, K. (2011-2015). Project Vista Program Reports, Internal (19). Submitted to President Richard Rush, Provost Dawn Neuman (2011-2012), Provost Gayle Hutchinson (2013-2014) and Dr. Gary Berg. Presented annually to CI and community constituents.

Buchanan, M., Correia, M., Karp, J., and Tollefson, K. (2009). *Multiple Subject Program Report.* California State University Channel Islands School of Education. Submitted to the California Commission on Teacher Credentialing, Spring 2009.

Buchanan, M. and Tollefson, K. (2008). *Multiple Subject Teacher Credential Program Biennial Report, Calendar Year 2007.* California State University Channel Islands School of Education. Submitted to California Commission on Teacher Credentialing, August 15, 2008.

Grier, J. M., Tollefson, K., Adler, M., and Toshalis, E. (2009). *Single Subject Program Report.* California State University Channel Islands School of Education. Submitted to the California Commission on Teacher Credentialing, Spring 2009.

Itkonen, T., Karp, J., and Tollefson, K. (2009). *Education Specialist Program Report: Mild/Moderate Disabilities Level II Credential.* California State University Channel Islands School of Education. Submitted to the California Commission on Teacher Credentialing, Spring 2009.

Karp, J., Buchanan, M., Tollefson, K., and Vega-Castaneda, L. (2007). *Professional teacher preparation program proposal: Multiple Subject Credential*. California State University Channel Islands Education Program. Submitted to California Commission on Teacher Credentialing, April 2007.

Leafstedt, J., Karp., J., and Tollefson, K. (2009). *Education Specialist Program Report: Mild/Moderate Disabilities Level I Credential*. California State University Channel Islands School of Education. Submitted to the California Commission on Teacher Credentialing, Spring 2009.

Rummel, T., Tollefson, K., and Karp, J. (2009). *Administrative Services Preliminary Program Report*. California State University Channel Islands School of Education. Submitted to the California Commission on Teacher Credentialing, Spring 2009.

Tollefson, K. and Karp, J. (2008). *Precondition Report*. California State University Channel Islands School of Education. Submitted to the California Commission on Teacher Credentialing, November 25, 2008.

Tollefson, K., Karp, J., Vega-Castañeda, L., Thompson, M., and Gilmore, J. (2009). *Common Standards Report*. California State University Channel Islands School of Education. Submitted to the California Commission on Teacher Credentialing, Spring 2009.

Presentations and Exhibitions

2016 Proposal accepted for presenting at the Ventura Chapter of the California Association of Bilingual Educators, September 23, 2016, with Hueneme High School student Litzy Hernandez.

2015 *Solutions for the Latina/o Education Crisis: Student Success Through Mentorship,* proposal accepted to present with members of the Lacayo Vista Leadership Academy: Vanessa Calderón, Stephanie Cruz, Claudia Escobedo Esquivel, Jennifer Figueroa, Erica Jiménez, Patricia Magaña, Marilyn Peake, Cynthia Salas, Victor Rodriguez and Mónica Zepeda. CLEAR Mentoring Summit, Fresno, CA, October 23, 2015.

2015 *Solutions for the Latina/o Education Crisis: Student Success Through Mentorship*, proposal accepted to present with members of the Lacayo Vista Leadership Academy: Vanessa Calderón, Stephanie Cruz, Claudia Escobedo Esquivel, Jennifer Figueroa, Erica Jiménez, Patricia Magaña, Marilyn Peake, Cynthia Salas, Victor Rodriguez and Mónica Zepeda. Ventura CABE Conference, Ventura, CA, September 25, 2015.

2015 *Educational Leaders and the Acknowledgement Gap*, with co-author, Ken Magdaleno, at the Ventura CABE Conference, Ventura, CA, September 25, 2015.

2015 *Building Professional Learning Communities with Critical Friends Groups*, presented with Claudia Esquivel at the 2015 Dual Language Institute, Ventura County Office of Education, Camarillo, CA, February 6, 2015.

2014 Third Annual Deans' Forum on Hispanic Higher Education. High impact practices for graduate education: A panel discussion among project directors of PPOHA federal grants. Invited panelist, with J. Chong and D. Ortiz, Dean's Forum, HACU 28th Annual Conference, Denver, CO, October 7, 2014.

2014 *Battling "The Latino Education Crisis": Promoting Latino school leaders,* with Monica Pereira. Alliance of Hispanic Serving Institution Educators (AHSIE) 6th Annual HSI/Title V Best Practices Conference. LaVerne, CA, March 17, 2014.

2013 *Lacayo Vista Leadership Academy: Connecting New and Experienced Latina/o Leaders*. Alliance of HSI Educators (AHSIE) 5th Annual Best Practices Conference. New Jersey City University, Jersey City, New Jersey, Mar 12, 2013.

2012 *People Count: Authoring the Terms of Human & Professional Development as P-12 & HSI Faculty*. Alliance of HSI Educators (AHSIE) 4th Annual Best Practices Conference. University of Incarnate Word, San Antonio, Texas, Mar 13, 2012.

2011 *Mentoring Sexual Minority Youth in College*, with K. Moss. 2011 Mentoring Conference, Learning Across Disciplines. University of New Mexico, Albuquerque, NM, Oct 26, 2011.

2009 *Learning to See the Master's Tools: Using Mainstream Media to Provide Social Critique and Critical Literacy Development in Teacher Education.* 6th International Conference on Teacher Education and Social Justice. University of Illinois-Chicago, Dec 6, 2009.

2008 *School Accountability: To whom? To what? Why? How?* with Dr. Eric Toshalis. University Preparation School/University Charter Middle School, Test Score Information Meeting for Parents, Camarillo, California, September 4, 2008.

2008 *On Motivation: A Workshop for Teachers*, with Monica K. Osborn. University Preparation School/ University Charter Middle School, Camarillo, California, August 13, 2008.

2008 *Into the Wind: Teacher Education in the Slipstream*, with Dr. Eric Toshalis. 5th International Conference on Teacher Education & Social Justice, University of Illinois-Chicago, June 7, 2008.

2008 *Anti-Ad Campaign*. Exhibition of Student Work from COMM 345/EDUC 345, Media Literacy & Youth Culture. Poster presentation at the California State University Channel Islands Celebration of Student Research, Camarillo, California, May 9, 2008.

2008 *Cultivating the Learner-Centered Classroom: A Conversation with Local Authors about Teaching and Learning in the 21st Century*, with Monica K. Osborn, Camarillo, California, March 13, 2008.

2008 *Understanding Motivation: Unlocking the Learner-Centered Classroom*, with Monica K. Osborn. Presented at the Delta Kappa Gamma Local Annual Meeting, Camarillo, California, February 2, 2008.

2007 *On the Meaning and Consequence of Student Voice: Fostering Equity, Empathy, and Hope in School*. Poster session, American Educational Research Association Annual Meeting, Chicago, Illinois, April 10, 2007.

1999 *Homelessness and Schooling: A Case Study,* with Dr. Elizabeth Noll and Andrew Neal. A paper presented at the 89th Annual Convention of the National Council of Teachers of English, Denver, Colorado, November 1999.

1998-2004 *Six-Trait Writing Assessment and Developmental Stages of Primary Writing* workshops for public school teachers:

- Desert View Intermediate School, Los Lunas, New Mexico (August-December 2004)
- Truman Middle School, Albuquerque, New Mexico (January-February 2004)
- Rio Rancho School District, Rio Rancho, New Mexico (August 2001)
- Puesta del Sol Elementary School, Rio Rancho, New Mexico (January 2000)
- Cleveland Middle School, Albuquerque, New Mexico (October 1998)

2002 *Addressing the Bully Problem: The Essential Roles of Imagination and Language*. A bullying prevention workshop for Christa McAuliffe K-8 School, Cupertino, California (December 2002)

2000 *Inclusive Education Workshops* for middle and high school teachers in correctional facilities in New Mexico, with Dr. Elizabeth Keefe (Spring-Summer 2000)

1995 *Gender inequity: Why don't we care?* Presentation at the Kodiak Island Borough School District Village Inservice, Chiniak, Alaska.

1994 *The Interdisciplinary Concept Model.* Grade-level workshops for K-12 teachers in the Kodiak Island Borough School District, Kodiak, Alaska.

1993 *A Staff Development Alternative: District-sponsored University Courses on Current Issues in Education*. Presentation at the Association of Alaskan School Boards, Anchorage, Alaska.

SERVICE ACTIVITIES

Service to the School of Education at California State University Channel Islands

Committees and Task Forces

2012-2015 Co-chair, development of the Collaborative Online Doctorate in Educational Leadership in partnership with Fresno State (Fall 2012-Spring 2015)

2013 Facilitator, Focus Group Interview, Educational Leadership Credential and Masters Program students (May 14, 2013)

2012 Facilitator, Focus Group Interview, Special Education Masters students (December 5, 2012)

2008-2009 Chair, CI School of Education Accreditation through the California Commission on Teacher Credentialing (Fall 2008-Spring 2009)

2008-2009 Facilitator, Slipstream Faculty Meetings, School of Education (Fall 2008-Spring 2009)

2008-2009 Member, Integration and Collaboration Work Group (Fall 2008-Spring 2009)

2008 PACT Clarification Task Force (Spring 2008)

2007 Chair, CI task force for investigating National Council for Accreditation of Teacher Education (NCATE) (Fall 2007)

2007 Chair, Student Focus Group Task Force (Fall 2007)

2007-2008 Member, School of Education Structure Committee (Fall 2007-Spring 2008)

2007 Member, Conceptual Framework Task Force (Spring 2007)

2007 Co-chair, Multiple Subject "Formative Student Teaching Performance Assessment" and "Summative Student Teaching Performance Evaluation" Task Force (Spring-Summer-Fall 2007)

2007 Co-chair, Bridging EDUC 520 and EDUC 521 Committee: Designing reflective prompts and rubric (Summer-Fall 2007)

University Service

Committees and Task Forces

2015 Program Personnel Committees. Chairperson for Dr. Charles Weis and Dr. Michelle Dean; member for Dr. LaSonya Davis-Smith, Dr. Jaime Hannans and Dr. Sohui Lee.

2015	Elected to CI Academic Senate Curriculum Committee (2015-2017)
2015	Search Committee Member, Graduate Studies Center Activity Director (Fall 2015)
2015	Member, CI Division of Academic Affairs Strategic Planning Committee (Spring 2015-Fall 2015)
2015	CI Commencement, name reader (Summer 2015)
2013-2014	Co-facilitated WASC Graduate Team with Bill Cordeiro (Fall 2013-Spring 2014)
2013	CI Strategic Plan Retention Committee (Spring 2013)
2012-2014	"Team Without a Name" Promoting Faculty Diversity at CI, with Dr. Frank Barajas, Dr. José Alamillo, Ms. Monica Pereira and Dr. Julia Balén (November 13, 2014; December 11, 2013; October 2, 2013; May 1, 2013; February 12, 2013; December 18, 2012; October 26, 2012; October 23, 2012)
2012-2013	Postbac Council (Spring 2012; Fall 2012-Spring 2013; Fall 2013-Spring 2014; Fall 2014-Spring 2015)
2012-2013	Project ACCESO Advisory Committee (Spring 2012; Fall 2012-Spring 2013; Fall 2013-present)
2012-2013	Project ISLAS Advisory Committee (Spring 2012; Fall 2012-Spring 2013; Fall 2013-present)
2012-2015	HSI Steering Committee (Spring 2012; Fall 2012-Spring 2013; Fall 2013-Spring 2014; Fall 2014-Spring 2015)
2012-2013	Continuous Improvement Committee (Spring 2012; Fall 2012-Spring 2013; Fall 2013-present)
2011-2015	Student Success Partnership (Spring 2011; Fall 2011-Spring 2012; Fall 2012-Spring 2013; Fall 2013-Spring 2014; Fall 2014-Spring 2015)
2011-2012	Project Vista Learning Community convener and facilitator (Spring 2011, Fall 2011, Spring 2012).
2010-2015	Project Vista Advisory Board and Graduate Studies Center Advisory Committee convener and facilitator (Spring 2011-Spring 2015)
2010-2011	Project Vista Scholarship Committee convener and facilitator (Fall 2010, Spring 2011)
2010	CSU Statewide Academic Senate (Summer-Fall 2010; stepped down when Project Vista was funded October 1, 2010)
2009-2010	College of 2020, President's Discussion Group (Fall 2009-Spring 2010)
2009-2010	Committee on Access, Retention and Success (became the Graduation Initiative Committee, then the Student Success Partnership) (Fall 2009-Spring 2010, Fall 2010-Spring 2011, Fall 2011-Spring 2012, Fall 2012-Spring 2013, Fall 2013-Spring 2014, Fall 2014-Spring 2015)
2009-2010	Academic Senate Secretary (Fall 2009-Spring 2010)

2009-2013 Critical Friends Group Co-Coach for P-16+ Education Faculty from CI School of Education, University Preparation School, and University Charter Middle School (Spring 2009, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15)

2009 Member, Institute for Social Business Advisory Group (Fall 2009)

2008-2011 Fiscal Policies Committee (Fall 2008-Spring 2011; Fall 2009-Spring 2010)

2008-2009 Chair, CI School of Education Accreditation through the California Commission on Teacher Credentialing, (Fall 2008-Spring 2009)

2007-2009 Extended Education Advisory Committee (Fall 2007-Spring 2009)

2007-2009 Faculty Hearing Panel (Fall 2007-Spring 2009)

2007-2009 Liberal Studies Program Committee (Fall 2007-Spring 2009)

2007-2008 Admissions Appeals Committee (Fall 2007-Spring 2008)

2007-2008 CI Critical Friends Group Co-Coach, with Dr. Cindy Wyels (Spring 2007-Fall 2008)

2007-2014 CI Disciplinary and Administrative Search Committees:
- Educational Leadership (Fall 2014)
- Education Open Specialization (SpecEd/EdLead) (Fall 2013)
- Director of Research and Sponsored Programs (Fall 2012, Spring 2012)
- Educational Leadership (Fall 2012)
- Director of Financial Aid (Summer 2011)
- School of Education Director (Spring 2010, Fall 2010)
- Education Leadership, Nursing (Spring 2008)
- Senior Associate Dean and Director of the School of Education (Fall 2007)
- Education Single Subject (Spring 2007)
- Nursing (Spring 2007)

2006-2009 Presidential Commission on Human Relations, Diversity, and Equity (Fall 2006-Spring 2009)

2006 Western Association of Schools and Colleges Accreditation: Subcommittee on Commitment to Inclusiveness (Fall 2006)

2000-2001 Critical Friends Group Coach, University of New Mexico College of Education

Other University Service Activities: Project Vista Directorship. [Note: Nontraditional teaching and scholarly activities are also included in this listing for the purpose of showing here the entirety of the grant's activities and accomplishments. These activities are articulated by category—teaching, scholarship, service—in the accompanying portfolio.]

2010-15 Directed Project Vista, a $2.8 million institution-strengthening Title V HSI grant from the U.S. Department of Education. Established and/or facilitated committees in each of the following selected initiatives (each is described below, as Other University Service Activities)

Project Vista Accomplishments (2010-2014, latest data available): 400% increase in the number of credential and graduate students identifying as Latina/o (20 to 100); a quadrupling of the proportion of postbac students identifying as Latina/o (6% to 25%); a 60.4% reduction in the number of postbac/grad students declining to state ethnicity (77 to 48); a 17.6% gain in total postbac/grad population (341 to 401).

Selected Strategies and Activities:

- Research projects:

- FGCS Stories of CI Faculty, Staff and Administrators: Dr. Sunghee Nam, Dr. Kaia Tollefson (2013-2014)
- Gazing Through the Postbac Ceiling: Dr. Gary Berg, Dr. Kaia Tollefson (Fall 2012; article published 2014)
- Child and Family Care Needs Assessment: Dr. Joan Karp and student research team, Jessica Rodriguez, Lorenz Veloz, Jennifer Lugo, Patricia Magaña, Rocio Nieves, Isabel Nieves (2012-2013)
- Student-Led Focus Groups: Pilar Pacheco, Dr. Nelle Moffett, Dr. Kaia Tollefson and student researchers, Angélica Pérez Gonzalez and Rosa Alvarez (Fall 2011)

- Creation of CI's Graduate Studies Center and facilitation of credential/graduate student services (with Project Vista Learning Community members Joan Karp, Elizabeth Quintero, Bill Cordeiro, Jane Sweetland, Cindy Wyels, Janet Egiziano, Monica Osborn, Wendy Olson, Celina Zacarias, and with Graduate Studies Center staff Wendy Olson, Sara Alcalá, Angelica Gonzalez, Marilyn Medina, Jennifer Lugo and Rosa Alvarez)
  - GSC renovations (Summer-Fall 2011), Grand Opening (February 2012), Mission, Objectives and Strategies adopted (February 2013)
  - Graduate Studies Center Advisory Committee: Facilitated with GSC Activity Director Wendy Olson, with members Leah Alarcón, Sara Alcalá, Dr. Karen Carey, Cynthia Coler, Dr. Bill Cordeiro, Dr. Janet Egiziano, Nick Fuentes, Sunshine Garcia, Tania Garcia, Dr. Gary Kinsey, Mayumi Kowta, Jonathan Neira and Ginger Reyes
  - Student Services developed and implemented:
    - Graduate Writing Studio
    - Outreach and In-reach Activities
    - Financial Aid Partnership
    - Advising/Counseling Partnership and Services
    - Career Development Partnership
    - Postbac/Graduate Student Workshops

- Promotion of Academic Writing Supports for CI Undergraduate, Credential and Graduate Students
  - Faculty Survey of Student Strengths and Weaknesses as Writers: Academic Writing Supports Team of the Project Vista Learning Community (Dr. Mary Adler, Dr. Kathleen Klompien, Dr. Beth Hartung, Dr. Amy Wallace, Dr. Carol Asari, Dr. Claudia Reder)
  - Campus Writing Guide, with Dr. Mary Adler, Dr. Kathleen Klompien and 43 CI faculty from 21 programs
  - Graduate Writing Studio, with GWS instructors Dr. Carol Asari, Dr. Cynthia King, Dr. Mary Kay Rummel, Dr. Teri Foster, Mari Gonzalez-Estrada and Monica Pereira

- Development of Graduate Assistant Program, with Dr. Nitika Parmar

- Children's Campus at CI and Early Care and Education Model Demonstration Center, with Dr. Joan Karp and student researchers
  - Letter of Intent submitted to Sociological Initiatives Foundation, $20,000 grant for research project entitled: "Supporting Teen Parents, Abandoning College Parents: A Case Study" (August 2015)
  - Achieved institutional priority status (March 2014)
  - Prospectus and 5-year business plan developed for multiple models (Summer 2014)
  - Student club formed, Children of CI (Fall 2013)

- Faculty Development Activities
  - Project Vista Learning Community (Spring 2011-Spring 2012)
  - Guest Lectures, co-sponsored by Chicana/o Studies: Dr. Tara Yosso (12/07/2011), Dr. Patricia Gándara (2/09/2012), Dr. Kenneth R. Magdaleno (10/26/2012), Dr. Anne Chan (2/08/2013), Dr. Daryl Smith (9/17/2013)

- Faculty Mentoring Program, with Dr. Don Rodriguez and Dr. Tracylee Clarke (21 junior/senior faculty pairs, launched Fall 2013; 27 faculty pairs, launched Fall 2014)
- High Impact Classroom Practices: Faculty discussions and workshop (Fall 2012-Spring 2013)
- High Impact Staff Practices: Staff discussions and workshops (Spring 2014, with workshop presentation for CI community, June 19, 2014)

- Graduate Program Development
  - Project Vista partnered with CI and Fresno State Schools of Education to develop the Collaborative Online Doctorate in Educational Leadership. CI planning team included Dr. Gary Kinsey, Dr. Tim Rummel, Barb Patten, Dr. Cynthia Coler, Dr. Manuel Correia, Dr. Merilyn Buchanan, Dr. Elizabeth Quintero, Dr. Gary Berg, Dr. Karen Carey, Mr. James Martinez and Dr. Jaimie Hoffman. Fresno State planning team included Dr. Sharon Brown-Welty, Dr. Jim Marshall, Dr. Ken Magdaleno and Dr. Taryn Kohl. Short form approved at CI Spring 2013, long form approved at CI Spring 2014; approved at Fresno State Fall 2014; Chancellor's Office approval February 2015; WASC proposal submitted January 2015 with anticipated approval in Spring 2015; planned launch in June 2016
  - iPads for Scholars Program, with Dr. Tim Rummel (2013-2015)

- Mentoring Programs: Promoting and Supporting Professional Connections

  - *Faculty Mentoring Program*, with Dr. Christy Teranishi, Dr. José Alamillo, Dr. Don Rodriguez and Dr. Tracylee Clarke (see above, under Faculty Development Activities). 60 mentor/mentee pairings of CI faculty have participated or are currently participating in this 2-year mentoring program, to date (21 pairs in Fall 2013; 27 pairs in Fall 2014; 12 pairs in Fall 2015).

  - *Lacayo Vista Leadership Academy*: Rising young Latina/o educators are paired with experienced leaders in education (typically Latina/o) in a 2 year program, which includes the design and implementation of a Community Action Plan in Year 2. In 2014, the CAPs of Cohort 1, an organic form of sustained outreach impacted a minimum of 300 Latina/o youth and families. More than 40% of LVLA protégés have either enrolled in or graduated from a masters program in education since joining the group, and another 40% are talking about their enrollment plan.

  - *Summer Critical Friends Group Institute*, with Dr. Manuel Correia and Ms. Danna Lomax. After 5 summers, 67 educators completed this intensive, week-long course in developing a professional learning community. Of these 25% have since enrolled in or completed a masters degree in education. Project Vista's Summer Critical Friends Group Institute is designed to give teachers who have not yet earned a Masters degree encouragement to begin. The program is marketed to teachers working in schools serving high numbers of English language learners and/or low-income families. Preference is given to bilingual applicants. Successful completers of intensive week-long course (EDUC 650 CFGs as Professional Learning Communities) leave with 3 units they can apply toward a graduate degree, the knowledge and skills to begin a Critical Friends Group at their school site, and a $500 scholarship.

  - *Summer Faculty-Student Research Learning Communities*, with Dr. Tracylee Clarke. As of Summer 2015, 19 faculty and 63 students participated in summer RLCs, with faculty coaching students in the conduct of original research. Faculty whose proposals are funded work with a small group of students in summer months, teaching research skills and working with students on a specific project. Faculty are asked to identify and invite students who show great potential for success at the postbac level, but who may not yet have been recognized for their potential. Students present research posters at an annual RLC Banquet, which families are invited to

attend. Virtually all Summer RLC participants speak of the deep impact it had on them to be noticed by their professor and invited to do research with them--as faculty are asked to invite students who aren't already getting attention for their graduate school potential. Nearly all speak of the demystification of research and grad school, and many speak of graduate school as a new possibility after learning to see themselves in a new light, through their new relationship with a faculty member.

- Project Vista Scholarships: $150,000 awarded (Spring 2011-Fall 2015)

2014 Effective Practices for Ensuring Diversity in the Tenure Track: A CI Faculty Workshop on Reaching, Attracting and Recruiting Historically Under-represented Faculty, with Dr. Frank Barajas (May 8, 2014)

2008-2015 Peer Reviews of Teaching:

- Dr. Cynthia King, UNIV 392, Intercultural Communication (September 23, 2015)
- Dr. Charles Weis, EDUC 512, Equity, Diversity and Foundations of Schooling (September 16, 2015)
- Dr. Colleen Nevins, NRS 221 Nursing Care of Adults with Acute and Chronic Illness (February 18, 2015)
- Dr. Cynthia King, COMM 200 Introduction to Communication Studies (November 17, 2014)
- Dr. Carol Paasch, SPED 345 Individuals with Disabilities in Society (Fall 2014)
- Dr. Sunghee Nam, SOC 201 Social Problems (February 12, 2014)
- Dr. Darrell For the, ECS/PSY 150 Child & Adolescent Development (October 23, 2013)
- Ms. Melissa Stone, HLTH 322 Health Issues in Education (October 14, 2013)
- Ms. Lorette Galaviz, ECS 322 Early Childhood Administration (April 16, 2013)
- Dr. Jill Leafstedt, SPED 345 Individuals with Disabilities in Society (February 27, 2013)
- Mr. James Martinez, EDUC 512 Equity, Diversity and Foundations of Schooling (October 25, 2012)
- Dr. Dawn Witt, SPED 545 Assessment of Students with Disabilities (February 16, 2012)
- Dr. Mary Adler, ENGL 477 Adolescent Literature (March 29, 2011)
- Mr. Francisco (Paco) Garcia, ECS/PSY 150 Infant to Adolescent Child Development (April 8, 2010)
- Dr. Trudy Milburn, COMM 200 Introduction to Communication Studies (October 29, 2008)
- Dr. Merilyn Buchanan, EDMS 576 Advanced Student Teaching Seminar (April 4, 2008)

2010-2015 Letters of Support Requested by Colleagues: Correia, 2015; Garcia, 2015; Teranishi, 2015; Awad, September 2014; Davis-Smith, September 2014; Hoffman, September 2014; Jenkins, September 2014; Matera, September 2014; Parmar, September 2014; Pereira, September 2014; Perry, September 2014; Rummel, T., February 2014; Pereira, September 2013; Pinkley, September 2013; Project Vista Learning Community members, September 2012; Parmar, July 2011; Wyels, January 2011; Stephens, October 2011; Barajas, September 2011; Leonard, September 2011

2014 CI Staff on Student Success, presentation on "Continuing the Conversation" High Impact Practice Breakfasts for CI Staff, Project Vista and Student Success Partnership, with Dr. Beth Hartung (June 19, 2014)

2014 "Continuing the Conversation" High Impact Practice Breakfasts for CI Staff, Project Vista and Student Success Partnership (February 20, March 13 and May 1, 2014)

2013 Co-facilitator, with Dr. Cynthia King: LGBT Anti-Bullying Summit, CSU Channel Islands (April 19, 2013)

2013 High Impact Practices and Active Learning Workshop for CI Faculty, with Dr. Marie Francois. CSU Channel Islands (January 17, 2013; February 28, 2013)

2012 "Continuing the Conversation" High Impact Practice Breakfasts for CI Faculty, Project Vista and Student Success Partnership (September 6, September 27, October 25 and November 15, 2012)

2012 Shattering the Silence, video screening and discussion for the CI Community, with Monica Pereira. CSU Channel Islands (October 26, 2012)

2011 Co-facilitator with Dr. Nelle Moffett: LGBT Anti-Bullying Summit, CSU Channel Islands (April 15, 2011)

2011 Qualitative research methods coaching, Dr. Cindy Wyels, CSU Channel Islands Mathematics Professor (Fall 2011)

2010 Facilitator, First Generation College Students Faculty Panel, CSU Channel Islands (August 26, 2010)

2009 Campus Book Celebration for Dr. Kathleen Contreras, *Braids/Trencitas* (September 30, 2009)

2009 Peer Reviewer, Faculty Development Mini-Grants, CI Faculty Development Office

2007-2012 Faculty Marshal for Commencement (May 2007, May 2009, May 2012)

Guest Lectures and Invited Presentations

2015 Faculty Presenter, Summer Transition for Academic Guidance and Educational Success (STAGES) (June 26, 2015)

2014 Faculty Panelist, Summer Transition for Academic Guidance and Educational Success (STAGES) (August 13, 2014)

2014 "Are We Crazy About Our Kids? The Cost/Benefit Equation," with Dr. Joan Karp. Ventura Library, Ventura, CA (February 18, 2014)

2013 ECS 468 and 470, Early Childhood Studies, Dr. Carola Matera "Seal of Biliteracy" project (October 1, 2013)

2013 Faculty Panelist, Symposium with Daryl Smith: Why First Gen Matters (September 17, 2013)

2013 Faculty Panelist, Dolphin Quest for Success Day. Faculty Staff/Administrator Stories as FGCS (August 23, 2013)

2013 Faculty Panelist, Summer Transition for Academic Guidance and Educational Success (STAGES) (August 12, 2013)

2013 Facilitator, Enrollment Services Staff Retreat/PACE Palette Workshop (July 11, 2013)

2013 Promoting Post Baccalaureate Opportunities for Latina/o and Other Under-represented Minority Students: Relevance, Challenges and Strategies, with Dr. Merilyn Buchanan. Senate Staffers Information Meeting, Los Angeles, CA (April 9, 2013)

2013	Student Success Partnerships and Initiatives, CI Spring 2013 Faculty Orientation, with Dr. Marie Francois. (January 17, 2013)
2013	Opportunities and Resources Through HSI Grants, CI Spring 2013 Faculty Orientation, with Dr. Marie Francois and Dr. Phil Hampton. (January 17, 2013)
2012	Project Vista, CI's Graduate Studies Center and Student Services for Current and Prospective Post Baccalaureate Students at CI. ECS 468 and ECS 470, Dr. Elizabeth Quintero and Dr. Carola Matera, CSU Channel Islands, Camarillo, CA (December 3, 2012)
2012	UNIV 100, Monica Pereira and Janet Pinkley, California State University Channel Islands (September 5, 2012)
2012	Academic Affairs Fall Meeting, Student Success Partnership with Dr. Terry Ballman (August 23, 2012)
2012	Faculty Panelist, Summer Transition for Academic Guidance and Educational Success (STAGES) (August 15, 2012)
2011-2015	SOE Advisory Committee (October 14, 2011; October 4, 2013; February 14, 2014, February 6, 2015)
2011	Project Vista: Workshop for Teen Parents at Pacific High School, Teen Parent Program Director Anna Izaguirre. Ventura, CA, October 12, 2011.
2009	SPED 542 Managing Learning Environments, Dr. Jill Itkonen and Amy Stencler, California State University Channel Islands; presentation with co-author, Monica K. Osborn (February 5, 2009)
2009	COMM 345/EDUC 345 Media Literacy & Youth Culture, Francisco Garcia, California State University Channel Islands (February 11, 2009)
2009	MATH 590 Combinatorics, Dr. Cindy Wyels, California State University Channel Islands (March 10, 2009)
2007	EDMS 527 History, Social Studies and Integrated Arts, Dr. Kathleen Contreras, California State University Channel Islands (September 2007)
2007	SPED 641 Advanced Perspectives in Special Education, Dr. Tiina Itkonen, California State University Channel Islands (September 2007)
2006	SPED 546 Education Specialist: Mild/Moderate Disabilities, Dr. Maria Denney, California State University Channel Islands (October 2006)
2005	FLC 602 Educational Leadership and Organizational Learning, Dr. Bruce Noll, University of New Mexico (April 2005)
2005	ETSCS 593 Case Study Methodology, Dr. Elizabeth Noll, University of New Mexico (September 2005)
2004	Commencement Address, University of New Mexico (December 2004)
2000	ETSCS 593 Case Study Methodology, Dr. Elizabeth Noll, University of New Mexico (March 2000)
1997	Featured Speaker, Governor's Education Summit, Kodiak, Alaska (May 1997)

P-16 and Community Service Activities

2016	Central Coast Alliance United for a Sustainable Economy (CAUSE). "Raising Justice" Community Building Fund-Raiser. Served on the organizing committee (April-September, 2016) and as table host. Ventura, CA (September 15, 2016).
2015	Central Coast Alliance United for a Sustainable Economy (CAUSE). "Raising Justice" Community Building Fund-Raiser Table Host, Ventura, CA (September 23, 2015)
2015	Board member, Central Coast Alliance United for a Sustainable Economy (CAUSE, elected Fall 2014)
2014	Central Coast Alliance United for a Sustainable Economy (CAUSE). Community Building Luncheon, Table Host, Ventura, CA (September 26, 2014)
2013-2015	Board member, Ventura Chapter, California Association of Bilingual Educators (CABE)
2009-2015	Critical Friends Group Coach for P-16+ Education Faculty from CI School of Education, University Preparation School, Ventura Unified School District, Rio School District and Oceanview School District
2009	UCMS English-Language Arts/History Teachers' Collaboration with CI (Fall 2009)
2008-2009	Member, P-16 Expanded Council of Ventura County (Fall 2008-Spring 2009)
2008	*A Faculty Conversation on Student Behavior and Expectations* with Eric Toshalis, University Charter Middle School, Camarillo, California (May 1, 2008)
2007	*Journey Mapping for University Preparation School and University Charter Middle School*, Camarillo, California. Facilitated school-wide faculty workshop (November 1, 2007)
2006	Community judge for mock congressional hearings on *We the People*, Los Cerritos Middle School, Thousand Oaks, California (November 30, 2006)

Service to the Profession

2016	*Reframing Accountability: Where the Boys & Girls (& Women & Men) Aren't – Gender Inequalities in Learning,* with M. Correia, E. Jiménez, M. Gutierrez, T. Rummel, C. Weis and D. Wilson-Graham. 8th Annual Conference for Social Justice in Education. CSU Channel Islands (April 16, 2016)
2015	*Reframing Accountability: Brave Questions re Health and Academic Achievement,* with M. Correia, L. Davis-Smith, T. Itkonen, M. Medina, W. Olson, T. Rummel, C. Salas and D. Wilson-Graham. 7th Annual Conference for Social Justice in Education. CSU Channel Islands (Apr 18, 2015)
2014	*Reframing Accountability: Organizing for Sustainable Change*. with C. Coler, M. Correia, D. Downey, T. Itkonen and W. Olson. 6th Annual Conference for Social Justice in Education. CSU Channel Islands (Apr 20, 2014)
2013	*Reframing Accountability: Cultivating Mentorship in Schools and Society*. with T. Itkonen, C. Matera, W. Olson, and T. Torres. 5th Annual Conference for Social Justice in Education. CSU Channel Islands (Apr 20, 2013)
2012	*Reframing Accountability: Forging Alliances*. with J. Alamillo, M. Correia, T. Itkonen, and T. Torres. 4th Annual Conference for Social Justice in Education. CSU Channel Islands (Apr 28, 2012)

2011 *Race to Nowhere*, documentary screening and community discussion, CSU Channel Islands (April 28, 2011)

2011 *Reframing Accountability: Making Choices—Crushed, Compliant or Creative?* with T. Itkonen, E. Quintero, and D. Stephens. 3rd Annual Conference for Social Justice in Education. CSU Channel Islands (Apr 30, 2011)

2010 *Reframing Accountability: Brave Questions*. with E. Toshalis, E. Quintero, and T. Itkonen. 2nd Annual Conference for Social Justice in Education. CSU Channel Islands (Apr 24, 2010)

2009 Query of the California Commission on Teacher Credentialing. Investigation of state accreditation of private university schools of education operating within institutions that discriminate against LGBT people, problematic when privately-prepared educators go on to teach in public schools, with Dr. Eric Toshalis (July 1, 2009)

2009 *Education for Liberation: Reframing Accountability*. First Annual Conference for Social Justice in Education at CI, with Dr. Eric Toshalis, Dr. Elizabeth Quintero, and Dr. Tiina Itkonen. California State University Channel Islands, Camarillo, California (April 25, 2009)

2008 *Reframing Accountability: A Community Conversation with State Superintendent of Instruction, Jack O'Connell*, with Dr. Dan Wakelee, Dr. Tiina Itkonen, Dr. Elizabeth Quintero, and Dr. Eric Toshalis. California State University Channel Islands, Camarillo, California (September 29, 2008)

2008 Peer Reviewer, American Educational Research Association, 2009 Annual Meeting (Fall 2008)

2007-2008 *Testy Times: Community Dialogues on No Child Left Behind*, with Dr. Tiina Itkonen, Dr. Elizabeth Quintero, and Dr. Eric Toshalis (Nov. 15, 2007; Dec. 6, 2007; March 6, 2008)

TEACHING, MENTORING, STUDENT ADVISING and PROFESSIONAL DEVELOPMENT ACTIVITIES

Course and Syllabus Development

EDUC 605 Education in a Diverse Society (Fall 2015)

EDUC 345 / COMM 345 Fully-online: Media Literacy and Youth Culture (Fall 2015)

EDL 558 Theories of Cross Cultural Education (Summer-Fall 2013)

EDUC 650 Critical Friends Groups as Professional Learning Communities (New Course Proposal Spring 2012; Syllabus developed Summer 2012 and revised Summer 2013)

EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (Fall 2010, Spring 2010, Fall 2009, Fall 2007, Spring 2007, Fall 2006)

EDUC 521 Field Experience Handbook (Summer-Fall 2009, Summer-Fall 2010)

EDUC 345 / COMM 345 Media Literacy and Youth Culture (Fall 2015, Spring 2010, Spring 2009, Fall 2008, Spring 2008)

EDMS 576 Advanced Student Teaching Seminar (Spring 2008)

EDMS 527 History, Social Studies and Integrated Arts (Fall 2006)

Program Coordination and Assessment Activities

2016-2017 Pre-Requisite Program Advisor

2010-2015 Directed Project Vista, a $2.8 million institution-strengthening Title V HSI grant from the U.S. Department of Education (as noted above)

2009 EDUC 521 Field Experience Pilot Project (Multiple Subject): Led design and implementation of entry-level competencies for participant-observers in prerequisite field experience (Summer-Fall 2009)

2008-2009 Chair, CI School of Education Accreditation, California Commission on Teacher Credentialing (Fall 2008-Spring 2009)

2008 Multiple Subject Teacher Credential Program Biennial Report, with lead author Dr. Merilyn Buchanan, submitted to the California Commission on Teacher Credentialing, August 15, 2008

2007 Co-chair, Multiple Subject "Formative Student Teaching Performance Assessment" and "Summative Student Teaching Performance Evaluation" Task Force (Spring-Summer-Fall 2007)

Mentoring and Being Mentored

2013-2017 Faculty Mentor Program member, with mentoring partners: Dr. Carola Matera (Fall 2013-Spring 2015), Dr. Annie White (Fall 2015-Spring 2017) and Ms. Maria Ballesteros Sola (Fall 2015, stand-in for Dr. José Alamillo, on sabbatical)

2013-2015 Lacayo Vista Leadership Academy: Facilitated monthly meetings with protégés; facilitated meetings once every three months with protégés and mentors together. Mentored protégés in developing and sustaining mentoring relationships and in developing and presenting conference presentations.

2009 EDUC 521 Field Experience Pilot Project (Multiple Subject): Introduced and led design of entry-level competencies for participant-observers in prerequisite field experience; facilitated implementation with EDUC 521 university supervisors and cooperating teachers (Fall 2009)

2008-2009 Slipstream Faculty Meetings, School of Education (Fall 2009, Fall 2008-Spring 2009)

2007-2015 Critical Friends Groups: CI Interdisciplinary Group (Spring 2007-Fall 2008); UPS/UCMS/CI Education Faculty (Spring 2009-Spring 2015)

2007-2013 Multiple Subject Mock Interviews (Spring 2007, Fall 2007, Spring 2008, Fall 2008, Spring 2009, Spring 2013)

2007 Multiple Subject "Formative Student Teaching Performance Assessment" and "Summative Student Teaching Performance Evaluation" Task Force: Helped design new instruments for assessing and evaluating student teachers in field experience; helped facilitate implementation with university supervisors in the Multiple Subject Program (Spring-Summer-Fall 2007)

2006-2010 Multiple Subject Admissions (Fall 2006, Spring 2007, Fall 2007, Spring 2008, Fall 2008, Spring 2009, Spring 2010)

Advising Activities

2011-2015 Established Student Mentoring Initiatives

- Lacayo Vista Leadership Academy: Cohort 1 (2013-2015), LVLA Banquet (February 7, 2015); Cohort 2 launched Spring 2015
- Summer Critical Friends Group Institute, with Dr. Manuel Correia and Ms. Danna Lomax: Summer 2011, 2012, 2013, 2014
- Faculty-Student Research Learning Communities, with Dr. Tracylee Clarke: Summer 2012, 2013, 2014

2013-2014 Mentored Project Vista's Lacayo Vista Leadership Academy protégés (Brenda Bravo, Cynthia Dore, Pavel Escobedo, Norma Garcia, Anna Izaguirre, Eunice Richey, Ruth Valencia) in developing a conference proposal, developing and delivering formal presentations:

- Lacayo Vista Leadership Academy Banquet, CSU Channel Islands, Camarillo, CA, February 7, 2015
- CI 6th Annual Conference for Social Justice in Education, CSU Channel Islands, Camarillo, CA, April 19, 2014
- Center for Leadership, Equity and Research Mentoring Summit, CSU Fresno, Fresno, CA, October 25, 2013
- California Association for Bilingual Educators Conference, Ventura, CA, September 27, 2013

2012-2014 Mentored Project Vista's Children's Campus at CI/childcare needs assessment student researchers (Jennifer Lugo, Patricia Magaña, Rocio Nieves, Isabel Nieves, Mary Perez, Claudia Rodrigues, Jessica Rodriguez and Lorena Veloz), with primary investigator Dr. Joan Karp, in developing a conference proposal, developing and delivering formal presentations:

- Children of CI community event: *The Raising of America*. CSU Channel Islands, Camarillo, CA, May 1, 2014
- Sage Undergraduate Research Forum, CSU Channel Islands, Camarillo, CA, May 10, 2014; May 11, 2013; May 12, 2012
- CI 6th Annual Conference for Social Justice in Education, CSU Channel Islands, Camarillo, CA, April 19, 2014
- CI 5th Annual Conference for Social Justice in Education, CSU Channel Islands, Camarillo, CA, April 20, 2013
- CSU Channel Islands students, staff, faculty, administrators and Associated Students, Inc (2012-2014)

2011-2012 Mentored student researchers (Angélica Pérez Gonzalez and Rosa Alvarez), with co-investigators Dr. Nelle Moffett and Ms. Pilar Pacheco, in qualitative research methods (i.e., the conduct and transcription of interviews, data analysis) and in developing a conference proposal, developing and delivering a formal presentation at CI's 4th Annual Conference for Social Justice in Education (April 28, 2012).

2010-15 Led creation of a Graduate Studies Center to provide graduate student advising in career development and academic supports at CSU Channel Islands, via Project Vista, a $2.8M U.S. Department of Education Title V grant

2007-13 Multiple Subject Mock Interviews (Spring 2013; Spring 2009; Fall 2008; Spring 2008; Fall 2007; Spring 2007)

2005 Graduate Research Advisor

- Andy Puchalik, Master of Education Program, Vermont College (Completed, Fall 2005)
- Beth Huston, Master of Education Program, Vermont College (Completed, Fall 2005)
- Erik Schickedanz, Master of Education Program, Vermont College (Completed, Fall 2005)
- Gloria Arfer, Master of Education Program, Vermont College (Completed, Fall 2005)

- Janet Allen, Master of Education Program, Vermont College (Completed, Fall 2005)

Continuing Growth and Development: Participation in Professional Development Activities

2016	Started a new Critical Friends Group for CI faculty (Spring 2016)
2015	California Association of Bilingual Educators Annual Conference, Ventura, CA (September 25, 2015)
2015	Convening of the Carnegie Project on the Educational Doctorate, Fullerton, CA (June 8-10, 2015)
2014	California Association of Bilingual Educators Annual Conference, Ventura, CA (September 26, 2014)
2014	National Council for Professors of Educational Administration Conference, CSU Channel Islands (August 5-8, 2014)
2014	Online courses with Michelle Pacansky-Brock: Humanizing Online Courses (May 2014), How to Design Your Online Course (May-June 2014), Designing Engaging Online Activities (October-November 2014)
2014	Why Race and Place Matter with Mary M. Lee, Esq., Deputy Director, PolicyLink Los Angeles. Sponsored by the Partnership for a Healthy Ventura County. Oxnard, CA. (September 4, 2014)
2014	Dr. Carlos Castillo Chavez, University of Arizona. MTBE Collaborative Learning Model: Creating an Epidemic of Mentoring. Project ACCESO guest lecture, CSU Channel Islands (April 7, 2014)
2014	National Coalition for Campus Childcare Centers Annual Meeting, Portland, OR (April 9-11, 2014)
2014	Teaching and Learning Innovation Professional Learning Community for School of Education faculty, with Kristi O'Neill (March-April 2014)
2013	Dr. Catherine Berryhill, New Mexico State University: High and Low Culture. Project ACCESO and Project ISLAS invited guest lecture, CSU Channel Islands (November 15, 2013)
2013	Engaging in Inquiry Research and Data Analysis Workshop, sponsored by USC Center for Urban Education, Dr. Estela Bensimon, Dr. Manuel Pastor. (October 10-11, 2013)
2013	School of Education Digital Day Retreat, CSU Channel Islands (August 19, 2013)
2013	Webinar: How Do You Support Your LGBTQ Students? (August 14, 2013)
2013	The Flipped Classroom, with Dr. Blake Gillespie and Dr. Jill Leafstedt, for CI faculty (May 14, 2013)
2013	AB540 Ally Training for CI Community (March 15, 2013)
2013	School of Education Digital Day, presented by Dr. Jill Leafstedt. (March 5, 2013)
2013	Best Practices for Mentoring and Advising Ethnic Minorities in Higher Education. Guest Lecture, Dr. Anne Chan. CSU Channel Islands (February 8, 2013)

2012	The Latino Education Crisis: Consequences of Failed Social Policies. Guest Lecture, Dr. Patricia Gándara, CSU Channel Islands (February 9, 2012)
2012	Promoting a Mentoring Culture. Guest Lecture, Dr. Kenneth R. Magdaleno, CSU Channel Islands (October 26, 2012)
2012	Beyond Deficits in Mentoring Models, Center for Leadership, Equity and Research (CLEAR) 1st Annual Mentoring Summit, Fresno, CA (October 19, 2012)
2011	Critical Transitions Along the Chicana/o Latina/o Educational Pipeline. Guest Lecture, Dr. Tara Yosso, CSU Channel Islands (December 7, 2011)
2011	Film screening and discussion, *Light in the Darkness: How Can We Stand Together Against Hate in Our Town?* CSU Channel Islands (October 12, 2011)
2011	AB540 Webinar: Who are Undocumented Students? (February 24, 2011)
2011	CSU Summit on Transformative Change in the Preparation of Teachers, Beckman Center, Irvine, CA (February 14, 2011)
2011	WASC Retreat on Student Success, Emeryville, CA (February 3-4, 2011)
2010	Integrative Learning Workshop, Roanoke, VA (June 16-18, 2010)
2010	Retreat for New Deans and Directors, CSU Chancellor's Office, Long Beach, CA (August 27, 2010)
2009	Freedom in Education Meeting, Kremen School of Education, California State University Fresno (August 29, 2009)
2009	Bilingual Education Conference on Best Practices for English Learners, Ventura County CABE and Ventura County Migrant Education Program, Ventura, CA (September 25, 2009)
2008	Blackboard Tools Workshop, Qing Hua Yu, CI Instructional Designer (October 21, 2008)
2008	Conference on Implementing the Performance Assessment for California Teachers, University of California Santa Barbara (November 13, 2008)
2008	Nourishing the Spirit, Mind and Body in Troubled Times: A Conference for Educators, Activists and Community Members. Pitzer College, Claremont, CA (December 5-6, 2008)
2008	California State University Security Awareness Training (May 26, 2009)
2008	Performance Assessment for California Teachers, Scorer Training, UCLA (Spring 2008)
2007-2015	Critical Friends Groups (CI Interdisciplinary Group, Spring 2007-Fall 2008, Fall 2009-Spring 2010; UPS/UCMS/CI Education Faculty, Spring 2008, Fall 2009-Spring 2015; Summer CFG Institute coaches' reunion, with Lacayo Vista Leadership Academy protégé Anna Izaguirre, February 2015)
2007	Safe on Campus Workshop, Dr. Renny Christopher and Dr. Julia Balen. California State University Channel Islands (Spring 2007)
2007	Improving Teaching Quality State Grants Program, California Postsecondary Education Commission, Coastline Community College, Garden Grove, CA (May 10, 2007)

2007 CSU Teacher Education Faculty Professional Development Conference, San Francisco, CA (March 9, 2007)

2007 Conference on Implementing the Performance Assessment for California Teachers, University of California Santa Barbara (October 5-6, 2007)

HONORS AND AWARDS

2016 Recipient, El Concilio Latino Leadership Award (awarded Spring 2016)

2016 CI Exceptional Service to Students Award (3 WTU, Spring 2016)

2015 Recipient, CSU Exceptional Service to Students (awarded Fall 2015)

2014 Nominated for CSU faculty excellence award. Recognized for contributions to CSU Channel Islands through Project Vista by Chancellor Timothy P. White (July 9, 2014)

2014 Student Leadership Certificate of Excellence for Outstanding Student Organization Advisor, Student Affairs, CSU Channel Islands (April 28, 2014)

2014 Student Support Services Award Nominee for SSS Program Faculty Collaborative Award, Trio Program, CSU Channel Islands (April 17, 2014)

2010 Student Leadership Certificate of Appreciation, Student Affairs, CSU Channel Islands (April 28, 2010)

2008 California State University Channel Islands Multicultural and Women's & Gender Student Center, Women in Leadership Award (Spring 2008)

2008 California State University Channel Islands Student Government, Maximus Nominee, Faculty (Spring 2008)

Appendix O

PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: Education

4/19/12		4/20/2012	
RTP Committee Chair	**Date**	**Provost**	**Date**

School of Education
Program Personnel Standards

April 14, 2006
Revised October 14, 2011
Revised January 30, 2012

School of Education
Program Personnel Standards

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Introduction

Faculty in the School of Education (SOE) are committed to developing and implementing programs that are characterized by integrity, respect, innovation, and diversity of professional perspectives. The Education faculty dedicate resources to producing educators who are at the forefront of teaching and the administration of educational programs in the 21st century. The focus of the SOE is to prepare educators and administrators who are knowledgeable and responsive to the needs of all children from multicultural, multilingual, and multi-ability backgrounds. The faculty strive for the highest standards in their teaching, scholarly and creative activities, and service. As such, faculty serve as role models of excellence and professionalism. These activities are in concert with the mission of the university and the purpose and goals of the SOE. The SOE offers courses toward bachelor's degrees and teaching and administrative credentials and programs at the undergraduate, post-baccalaureate, and graduate degree level.

A scholar-practitioner philosophy permeates the SOE, including individual course content and assignments, clinical supervision of fieldwork, and expectations for professional practice. The integration of theory and research into practice is promoted throughout the SOE.

Given the nature of the SOE, "teaching" is understood to include not only classroom instruction, but also other instructional processes, such as clinical supervision of students' teaching and other relevant field-based work. Mentoring of students' professional development, relevant to the professional career of the student, is a high priority and one that involves "educating" in the fullest sense of the word.

Scholarship and creative activities may include conceptual, empirical, and applied works, using a variety of methodological approaches. In terms of the dissemination of research and publications, quality and impact are more important than quantity. Even more, scholarship informs teaching and professional service activities and characterizes the program environment, where faculty seek to create and maintain a supportive community of scholar-practitioners.

Service may include professional leadership in educational organizations, and also academic citizenship. Commitment to faculty members' individual career goals is balanced by a commitment to the SOE, University-wide responsibilities, and the community at large. Activities required for state and national accreditation and program coordination that are beyond the usual work of a professor are also included within service.

This document describes the standards and procedures by which SOE faculty are evaluated for retention, tenure and promotion. It will be reviewed every five years and amended as necessary by a majority vote of all tenured and probationary faculty in the SOE. If a majority of the SOE faculty determine that changes need to be made earlier than the five year cycle, then revisions to this document will be considered.

The Professional Development Plan in the School of Education

As stated in the current RTP Policy (SP 10-10, section I.1): "The Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure, and promotion. The plan, which is required and shall be prepared, reviewed, and approved by the end of the faculty member's first year of appointment, except for a faculty member hired as a tenured full professor, shall describe the activities and intended outcomes that the faculty member expects to achieve during the period of review for tenure and/or promotion eventually to full professor. While more focus and specificity will be given to planning for the first two years, the plan will address the entire period of review."

The Plan is developed by the faculty member with advice from the Program Chair and the individual Program Personnel Committees.

School of Education Personnel Committee (PPC) Selection

During the first semester at CI, the new faculty member will meet with their chair, and other Education faculty as invited, to begin to develop a professional development plan (PDP) which will be reviewed and feedback provided by the end of the first full academic year of service. This group will assist the new faculty member with the initial stages of the RTP process at CI. One step in that process is selecting a Program Personnel Committee (PPC).

1. The PPCs shall have a minimum of three and maximum of five tenured faculty members from CI, at least two of whom must be tenured Education faculty. As needed, Education tenured and probationary faculty will compile and vote on a list of tenured CI faculty to be possible PPC members.
2. The individual faculty member under review will determine the composition of their PPC based upon the approved list and in consultation with their chair.
3. The chair may either serve on the PPC or write an evaluation as chair.
4. The longest-tenured Education Faculty PPC member will convene the first PPC meeting for the faculty member under review.
5. For promotion, all faculty on the PPC shall have a higher rank than the faculty member seeking promotion.
6. Between review cycles the faculty member under review may choose to change the composition of their PPC. Notification should be made to the faculty being replaced, to the chair, and to the faculty's Personnel Action File (PAF).

Expectations for Retention, Promotion and Tenure

The SOE recognizes three tenure and promotion categories: (1) Teaching, (2) Scholarly and Creative Activity, and (3) Service. The faculty member will be evaluated in each category and assigned a rating of "significantly exceeds the standard", "exceeds the standard", "meets the standard", "does not meet all standards of achievement", or "does not meet minimum standards of achievement" (from SP 10-10, C.1) by evaluators throughout the RTP process.

Yearly reappointment or retention requires that the faculty member receive at least two "3-Meets Standards of Achievement" evaluations, one of which is in Teaching. (SP 10-10, Section O.4).

Tenure and promotion requires that performance in two areas be rated at "4—Exceeds Standards of Achievement," one of these must be in Teaching; and one category rated at least a "3—Meets Standards of Achievement". (SP 10-10, Section P.2) The SOE faculty are expected to be "excellent" teachers throughout their career.

The following sections articulate the expectations of SOE faculty members at various stages in the RTP Process and throughout their professional career at CI.

Retention, Tenure, and Promotion Program Personnel Criteria and Standards

1.0 Teaching
Faculty in the SOE are expected to be effective teachers and to participate in professional development activities that further develop their own teaching. Faculty members will provide a concise self-assessment narrative of teaching accomplishments not to exceed 1000 words (from Senate Policy 10-10 section L.1.h) The Teaching Narrative shall address each of the following:

1.1 Teaching Philosophy: Brief summary or overview of philosophy of teaching. (A full philosophy may be included in the appendix).

1.2. Teaching and/or Supervision Assignments –teaching and/or field experience assignments.

Course number	Title	Section	Units	Number of students enrolled	Notes

Examples of supporting appendices materials:

- Syllabi for courses under period of review
- Lesson plans/class outline/agendas
- Lecture notes from one class period
- Assessments (rubrics, assignment descriptions, quizzes, exams)
- Informal student feedback
- Reflection on teaching
- Examples of changes or improvements to teaching

1.3 Evaluations of Teaching – Summary and analysis of teaching evaluation data from these sources:

- Student Ratings of Teaching (SRTs) (this will be included in the PAF)
- A minimum of one peer review of classroom teaching per academic year (L.1.k.—will be included in the PAF)
- Evaluations of field supervision or student teaching supervision (may be included in the PAF)

1.4 Incorporating SOE Conceptual Framework into Teaching (included in Appendix of this PPS document)– Demonstrate the integration of the SOE Conceptual Framework through use of technology, integration of teaching strategies for diverse learners, differentiated instruction, assessment, and/or other effective teaching practices.

Types of Evidence

- Use of technology, such as Blackboard, Electronic course pack, Online materials, other electronic materials
- Incorporating methods and strategies for teaching diverse learners such as English learners
- Student-centered methods, such as modeling, problem based learning, case studies, service learning
- Incorporating student learning performance-based assessment, such as portfolio, peer review
- Description of team teaching or interdisciplinary teaching
- Clinical Teaching Model

1.5 Professional Development - List and descriptions of conferences, workshops, or on-line activities attended or other related activities

Standard for Teaching for Retention

Meets the standard	• Narrative discusses evidence of effective activity in the five required teaching categories (1.1-1.5)

Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meets the standard" criteria.

Standard for Teaching for Promotion and Tenure

Exceeds the standard	• Narrative discusses evidence of effective activity in the five required teaching categories (1.1-1.5) • Philosophy is clear and makes connections to teaching and the SOE the conceptual framework (1.1) • Includes multiple evaluation of teaching elements that indicate a record of effective teaching in a majority of teaching assignments (1.2 & 1.3) • Effectively integrates two or more program hallmarks into teaching (1.4) • Participates in at least one professional development activity per year (1.5)

Faculty under review may "significantly exceed" the standard when the work presented goes beyond "exceeds the standard" criteria.

2.0 Scholarly and Creative Activities

Faculty members develop a written rationale for on-going scholarly activities, describe progress on scholarly and creative activities and how each activity relates to and is connected with their overall scholarly agenda, not to exceed 1000 words (from Senate Policy 10-10 section L.1.l). Additionally, the rationale should include how the scholarly activities relate to teaching and whether students are involved and in what capacity. The scope of acceptable scholarly research includes empirical, integrative, and/or applied research for example primary research on topics of interest to educators, scholarship of teaching, evaluation of school or community-based projects, and/or applied research/scholarship in schools and/or communities.

2.1 Dissemination of Scholarly and Creative Work in Publications: Evidence of scholarly and creative activities that are peer reviewed and widely disseminated. Equal value is given to print, electronic and non-print formats.

Types of Acceptable Tier One Evidence

- Peer reviewed journal article
- Book—counts as two works
- Book chapter
- Conference paper in published proceedings
- Publication in-press – book, journal, or contributor to edited book

Types of Acceptable Tier Two Evidence

- ERIC publication
- Publication in-review – book, journal, or contributor to edited book

2.2 Dissemination of Scholarly and Creative Work through Presentations: Evidence of presentations of scholarly and creative work

Types of Acceptable Tier One Evidence

- Peer reviewed presentation at international, national, regional, state, or local conferences of original, integrative, and/or applied research
- Speaker, discussant, or workshop presenter at international, national, regional, state, or local conferences or P-16+ schools.

Types of Acceptable Tier Two Evidence

- Presentation or workshop proposal in review

2.3 Grants: Evidence of grant activity

Types of Acceptable Tier One Evidence

- Grant received from external funding agency
- Grant proposals submitted to external funding agency
- Role on grant such as Principal Investigator

Types of Acceptable Tier Two

- Grant received from internal funding agency
- Grant proposals submitted to external funding agency
- Role on grant such as consultant or contractor

2.4 Dissemination of Scholarly and Creative Work through Multimedia Formats: Evidence of scholarly or creative work that is reviewed and widely disseminated through web-based or other electronic formats

Types of Acceptable Tier Two Evidence

- Publication (or in-press) of original, integrative, or applicative materials in non-print formats (e.g., digital, video, software, etc.)
- Evaluation of multimedia materials
- Number of hits on multimedia web pages
- Innovative teaching & learning products
- Multimedia projects in review

2.5 Peer Reviewer: Evidence of role as editor or peer reviewer

Types of Acceptable Tier One Evidence

- Editor of book, journal, or special edition journal

Types of Acceptable Tier Two Evidence

- Editorial review board member
- Peer-reviewer of journal, book, newsletter, monograph, conference proposal, grants

2.6 Other Disseminated Scholarly or Creative Work: Evidence of authorship of non-peer reviewed scholarly work. (Documents received from accrediting agencies regarding the quality of the work or report may be submitted as supporting evidence.)

Types of Acceptable Tier One Evidence

- Submissions for all licensing and accreditation reports, documents, and reviews (CCTC)
- External Grant reports
- Monographs

Type of Acceptable Tier Two Evidence

- Licensing and accreditation revision documents or subsequent submissions
- Program evaluation reports (biennial reports, Program review reports)
- Non-peer reviewed articles
- Program evaluations (internal or external)
- Citations of, requests for, research presentation & publication
- Internal State Grant reports

Type of Acceptable Tier Three Evidence

- Internal CI grant reports
- Faculty development reports
- Sabbatical reports and presentation

2.7 Scholarly Works in Progress: Evidence of scholarly or creative works that are in progress (e.g.,IRB submissions, Data collected, Research conducted or in-progress, Manuscripts in review, Manuscripts in progress)

Standard for Scholarly and Creative Activities for Retention

Meets the standard	• Narrative describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Evidence of scholarly works in progress in Tier One and/or Tier Two Activities that lead toward "Meets the Standard" for Tenure and Promotion

Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meets the standard" criteria.

Standard for Scholarly and Creative Activities for Tenure and Promotion

Meets the standard	• Narrative describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of at least three Tier One scholarly and creative works that are peer reviewed (2.1, 2.2); two of which must be publications from 2.1 • Two activities in other scholarly areas (2.3, 2.4, 2.5, 2.6) • Evidence of scholarly work in progress (2.7)

Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meets the standard" criteria. This will include scholarly work in multiple tiers and multiple criteria categories.

3.0 Service

The concept of service embraces service and leadership activities that may operate on many levels from within the University to the broadest possible external arenas from service to the program, university, community, and profession. The faculty member prepares a written narrative that describes a concise self-assessment of accomplishments in performance of Service, not to exceed 1000 words (from Senate Policy 10-10 section L.1.m). The service narrative will include a discussion of the consistency of select service commitments and the impact of that service.

The School of Education recognizes service in three (3) broad areas:

- Service to the School of Education;
- Service to the University; and
- Service to the Community.

3.1 Service to the School of Education

Types of Acceptable Tier One Activities

- SOE Standing Committees
- Leading Accreditation Efforts
- New Program Development

Types of Tier Two Activities

- SOE Short-term Taskforces
- Participating in Accreditation efforts
- Continuous Program Assessment
- New Course Development
- Student Research Advising

Types of Tier Three Activities

- Peer mentoring
- Participation in Admission and Recruitment Activities
- Student Advising
- Peer Evaluation

3.2 Service to the University

Types of Tier One Activities

- Senate Standing Committees (Senate Executive, Curriculum Committee, Faculty Affairs, Fiscal Policies, General Education, Student Academic Policies and Procedures, Search Coordinating Committee)

Types of Tier Two Activities

- Senate Standing Committees (Committee on Centers and Institutes, Committee on Committees, Professional Leaves)
- Senate Advisory Committees
- Attending Academic Senate
- Senate Taskforces
- University-wide Committees and Initiatives

3.3 Service to the Community

Types of Tier One Activities

- Officer of a state, regional, national, or international organization
- Participating in school, county, state or federal agencies to develop programs or policies

Types of Tier Two Activities

- Presenting to schools, community groups, or the State
- Providing professional development to schools and community groups
- Participation in a regional, state, national or international committee

3.4 Directed Professional Activities (Optional)

A unique aspect of the SOE is the required curriculum and program development and maintenance required to address state and national standards and accreditation. While all faculty participate in the process, a few faculty take leadership for coordinating these activities and invest considerable time and effort in them. These efforts are recognized in workload assignments.

Types of Tier One Activities

- **Program Chairing, Coordination, and Advising that includes** scheduling classes, recommending temporary faculty for hiring, coordinating field placements, identifying new field sites and cooperating teachers, and using assessment data to make programmatic changes.

- **Coordinating Teacher Performance Assessment that includes** designing program evaluation systems, overseeing implementation of program and student evaluation, developing student portfolios and rubrics, managing and implementing portfolio systems, collecting and analyzing data, and preparing evaluation reports.

Standard for Service for Retention

Meets the standard	• Narrative describes a concise self-assessment of accomplishments in performance of Service and the impact of that service • Consistently participates in Tier Two activities in at least two service categories • Consistently participates in School of Education Tier Three activities

Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meet the standard" criteria.

Standard for Service for Promotion and Tenure

Meets the standard	• Narrative describes a concise self-assessment of accomplishments in performance of Service and the impact of that service • Actively participates in Tier One activities in more than one service category • Actively participates in Tier Two activities across all service categories • Actively participates in School of Education Tier Three activities

Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meet the standard" criteria.

Yearly Portfolio Template and Content Organizer (SP 10-10 Appendix A)

1. Evaluation and Recommendation forms (leave empty, provided by reviewers)
2. Checklist
3. Table of contents of the portfolio, initialed and dated by the faculty member
4. Table of contents of the appendix to the portfolio, initialed and dated
5. A copy of the approved School of Education PPS
6. An approved Professional Development Plan for the faculty member
7. A current curriculum vita that covers the entire academic and professional employment history
8. A narrative summary that shall contain a concise self-assessment of accomplishments in the areas of performance in teaching (not to exceed 1000 words) [1.0]
9. Teaching assignments for period under review—list of classes with briefly described relevant information, including new preparations, etc. [1.2]
10. A minimum of one peer review of classroom teaching for each probationary year [1.3]
11. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in scholarly and creative activities (not to exceed 1000 words) [2.0]
12. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in Professional, University, and Community Service (not to exceed 1000 words) [3.0]

Portfolio Appendix Contents and Order (SP 10-10 Appendix A)

A copy of the table of contents of the appendix

Supporting materials directly relevant to the presentation in the portfolio and limited to the period under review as specified in SP10-10, section K. See SP10-10 for abbreviated portfolio appendix contents for probationary years 1, 2, and 3.

1.0 School of Education faculty should include the following evidence for the Teaching Category:
- 1.1 Teaching Philosophy
- 1.2 Teaching and/or Supervision Assignments, include syllabi for all courses taught during the period under review (I.2.c.3)
- 1.3 Evaluations of Teaching
- 1.4 Incorporating SOE Conceptual Framework into Teaching
- 1.5 Professional Development

2.0 School of Education faculty should include evidence organized by PPS categorization for the Scholarly and Creative Activities Category
- 2.1 Scholarly and Creative Work in Publications
- 2.2 Scholarly and Creative Work through Presentation
- 2.3 Grants
- 2.4 Scholarly and Creative Work through Multimedia Formats
- 2.5 Peer Reviewer
- 2.6 Other Scholarly or Creative Work
- 2.7 Scholarly Works in Progress

3.0 School of Education faculty should include evidence organized by PPS categorization for the Service Category
- 3.1 Service to the School of Education
- 3.2 Service to the University
- 3.3 Service to the Community
- 3.4 Directed Professional Activities