

Special Education Program

Jenny C. Chiappe, Ph.D.

March 6, 2026

Dear Committee on Accreditation,

My name is Jenny C. Chiappe and I am an Associate Professor in the Special Education program at California State University, Dominguez Hills (CSUDH). I also coordinate the preliminary PK-3 ECE Specialist credential program at CSUDH. I am interested in serving on the Committee on Accreditation based on my prior work at CSUDH and my experiences serving on initial program review and accreditation site visit with CTC.

When I first started as a special education teacher many years ago, my goal was always to provide access to all students. I continue to center this goal in my work as an Associate Professor and lead on the PK-3 credential program at CSUDH. My service work continues and deepens my goal of providing access to all students and my interest to serve on the COA aligns well in my next steps.

My service to my university and professional field has always highlighted this goal in the teaching credential programs at CSUDH. I joined the College of Education (COE) Credential Workgroup at CSUDH to improve the process of recruitment, application, subject matter review, and advising with COE department chairs and staff. Streamlining this process better supports internal communication within the college and with our students. I have led the accreditation efforts of the approved PK-3 credential at CSUDH. In addition, I continue to teach and support



COLLEGE OF EDUCATION

credential candidates and Master students at CSUDH. One example of my commitment to student success is also seen through mentorship with my graduate student, Zulema Pettway. During Spring 2024, she presented during the CSUDH Student Research Conference and she won the COE Research Award.

My service to CTC accreditation process started during my first semester at CSUDH in Fall 2019 as I began my journey as an Assistant Professor. I wanted to learn more about the accreditation process as our own programs began the review process. My service to CTC includes Program Reviews for Education Specialist credentials and the Initial Program Review for the new PK-3 credential. I have also served on a Site Visit team for accreditation review for the Mild Moderate Support Needs and Extensive Support Needs credential. I am familiar with the program standards for these credentials and this has helped my own understanding and teaching within our programs.

My service to the profession and my university is evident as the recipient of the 2025 CSUDH Service award and the California Council on Teacher Education 2025 Outstanding Mid-Career Teacher Educator award. My nomination to serve on the COA will allow me to deepen my knowledge and understanding of programs and to continue to center my goal of providing access to all students. Thank you for your consideration of my nomination for the COA. Please reach out if you have any questions at jchiappe@csudh.edu.

Best,

A handwritten signature in black ink that reads 'Jenny Chiappe'. The signature is written in a cursive, flowing style.

Jenny C. Chiappe, Ph.D.

Jenny C. Chiappe
Curriculum Vita

EDUCATION

- 2019 Doctor of Philosophy Los Angeles, CA
Joint Doctoral Program in Special Education
University of California, Los Angeles (UCLA)
California State University, Los Angeles (Cal State LA)
Co-Chairs: Dr. Sandra Graham & Dr. Lois Weinberg
Dissertation topic: Teachers' Bullying Definitions and Strategies to Address the
Bullying of Students with Individualized Education Program (IEPs)
- 2008 Education Specialist Instruction Credential
- 2008 Master of Arts
Major: Mental Retardation (Intellectual Disability)/Autism
Dual certification General Education and Special Education Grades 1-9
Teachers College, Columbia University New York, NY
- 2006 Bachelor of Arts
Major: Psychology
Concentration: Developmental Disabilities Immersion Program
University of California, Los Angeles Los Angeles, CA

PROFESSIONAL POSITION

- 2024-present Associate Professor, Special Education
California State University, Dominguez Hills Carson, CA
College of Education
- 2023-present Co-Director, Toros Teach LA, Early Childhood Excellence Initiative
PK-3 ECE Credential
- 2019-2024 Assistant Professor, Special Education
California State University, Dominguez Hills Carson, CA
College of Education

PUBLICATIONS

Peer-Reviewed Journal Articles

Chiappe, J. C. & Koontz, J. (2025). *Preventing bullying of students with disabilities: Teachers' definitions of bullying and use of anti-bullying strategies.* In *Dialogue/En Diálogo*, 2(1).
<https://doi.org/10.46787/dialogue.v2i1.6939>

Chiappe, J. C., Thornton, B., & Falvey, M. A. (2025). Increasing inclusive practices in an elementary school using transcendental phenomenology. *The Journal of Special Education Apprenticeship*, 14(1). <https://doi.org/10.58729/2167-3454.1212>

Nuske, H. J., Smith, T., Levato, L., Bronstein, B., Sparapani, N., Garcia, G., Castellon, F., Lee, H. S., Vejnaska, S. F., Hochheimer, S., Fitzgerald, A. R., **Chiappe, J. C.**, Dimachkie Nunnally, A., Li, J., Shih, W., Brown, A., Cullen, M., Hund, L. M., Stahmer, A., Iadarola, S., Mandell, D. S., Hassrick, E., Kataoka, S., & Kasari, C. (2024). Building Better Bridges: Outcomes of a community-partnered school transition students for students on the autism spectrum. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-024-06285-7>

Dimachkie, A., Nuske, H., Bronstein, B., Castellon, F., **Chiappe, J.**, Garcia, C., Hochheimer, S., Lee, H., Sparapani, N., Vejnaska, S., Fitzgerald, A., Levato, L., Li, J., Shih, W., Iadarola, S., Mandell, D., Smith, T., Stahmer, A., Kataoka, S., Kasari, C., & McGhee Hassrick, E. (2024). Social network support is associated with teacher's perceptions of transition planning for their autistic students. *Research in Autism Spectrum Disorders*, 113. <https://doi.org/10.1016/j.rasd.2024.102360>.

Chiappe, J. C., Dellinger, A., Coddington, C., & Selmi, A. (2022). Family Group Conferencing in inclusive preschool classrooms during distance learning. *Issues in Teacher Education*, 31(2), 50-71.

Oh-Young, C., Buchter, J., Krasch, D., **Chiappe, J.**, Ai, J., Silver, S., Bae, H., & Nguyen, N. N. (2022). Diversifying the workforce: Increasing the number of Asian Americans in early childhood education. *Young Children*, 77(1), 52-59.

Smith, J. M., Kataoka, S. H., McGhee Hassrick, E., Reinos Segovia, F., Osuna, A., Becerra, J., Garcia, C. D., Lee, H. S., **Chiappe, J. C.**, Juarez, J. L., Jones, F., Mandell, D. S., Stahmer, A. C., Mundy, P., Smith, T., Linares, D., & Kasari, C. (2021). Communities speak up: Supporting the K-12 school transitions of students with autism. *Multiple Voices: Disability, Race, and Language Intersections in Special Education*, 21(1), 55-77. <https://doi.org/10.5555/2158-396X-21.1.55>

Solone, C., Thornton, B., **Chiappe, J. C.**, Perez, C., Rearick, M., & Falvey, M. (2020). Creating collaborative schools in the United States: A review of best practices. *International Electronic Journal of Elementary Education*, 12(3), 283-292. doi:10.26822/iejee.2020358222

Invited Chapter

Esposito, K., Greene, K., & **Chiappe, J.** (2025). Inclusion continues to be an elusive concept instead of reality for many of our multilingual students and students with extensive support needs. In *Handbook for Educating Students with Disabilities: Implications and Strategies* (pp. 1-18). doi: 10.1007/978-3-031-57286-9_51-1

CONFERENCE PRESENTATIONS (*Additional conference presentations available upon request)

Paper Sessions

Seitz, H., Chiappe, J. C., & Koontz, J. (2025, October). Designing for all: Preparing educators and schools for PK-3 success. 2025 Summit: Investing in inclusive PK-3 education.

Chiappe, J. C. (2024, November). *Setting the foundation: Implementing CA PK-3 Standards in Transition Kindergarten Classrooms*. Presented at UC CSU Collaborative for Neuroscience, Diversity, and Learning at California State University, Dominguez Hills, Carson, CA.

Esposito, K., Greene, K., & **Chiappe, J. C.** (2023, November). Inclusion: An illusive concept or social justice imperative, changing P-12 school personnel perspectives. Critical Questions in Education Conference.

GRANTS (*Additional grants available upon request)

2022 Integrated Program Implementation/Expansion Grant. The Commission on Teacher Credentialing. Lisa Hutton, Diane Hembacher, **Jenny Chiappe**. Funded. Duration 2023-2025

AWARDS

2025 California Council on Teacher Education 2025 Outstanding Mid-Career Teacher Educator award

2025 Excellence in Service Award
CSUDH

TEACHING EXPERIENCE

ECE 470: Pre-Student Teaching Seminar and CalTPA Cycle 1

SPE 479.02 and 479.41: Mild/Moderate Support Needs Final Clinical Fieldwork Seminar in Special Education and Directed Teaching

SPE 482: Educating Students with Special Needs with Inclusive Settings

SPE 580: Advanced Assessment, Pedagogy, and Instruction for Students with Disabilities

SPE 525: Field Experiences in Special Education

SPE 553: Assessment in Early Childhood Special Education and Moderate/Severe Disabilities

SPE 565: Instructional Planning and Curriculum for Individuals with Moderate/Severe Disabilities

PROFESSIONAL & COMMUNITY SERVICE (*Additional service available upon request)

Summer 2025-present CSU SPARK (Systemwide Partnership for Advancing Research and Knowledge in Early Childhood Education) Center leadership team development

Fall 2025 UC|CSU Collaborative 2025 Summit – Planning Committee

Spring 2025 PK-3 Pathways Collaboration with LA Harbor College

Fall 2024 – present COE College Council
California State University, Dominguez Hills

February 2024 Accreditation Site Review: Education Specialist MMSN & ESN Program
Commission on Teacher Credentialing

November 2023 Accreditation Program Review: Education Specialist Program Review
Commission on Teacher Credentialing

August 2023 PK-3 Literacy Standards Review
Commission on Teacher Credentialing

[View results](#)

Respondent

9

Anonymous

07:24

Time to complete

Nominee Information

1. Name *

Jenny Chiappe

2. Position/Title *

Associate Professor

3. Employer *

California State University Dominguez Hills

4. Business Address *

1000 E Victoria St, Carson, CA 90747

5. Business Telephone *

[REDACTED]

6. Business Email *

[REDACTED]

Nominator Information

7. Name *

Jenny Chiappe

8. Position/Title *

Associate Professor

9. Employer *

California State University Dominguez Hills

10. Business Address *

1000 E Victoria St, Carson, CA 90747

11. Business Telephone *

[REDACTED]

12. Business Email *

[REDACTED]

All nomination materials are due to the Commission by 5 pm on February 28, 2026.

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

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

Letter of Interest and Resume must be sent to Accreditation@ctc.ca.gov.

View results

Respondent

9

Anonymous

00:51

Time to complete

1. Committee on Accreditation Nominee: *

Dr. Jenny Chiappe

2. Nominee's Employer: *

CSU Dominguez Hills

3. Title *

Dean

4. Signature (Print Full Name) *

Jessica Zacher Pandya

5. Phone # *

[REDACTED]

6. Email: *

jpandya@csudh.edu

View results

Respondent

7 Anonymous

05:32

Time to complete

1. Applicant Name *

Jenny Chiappe

2. K-12

- School District
- County Office of Education
- Other
- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Central Coast
- Other

3. Institution of Higher Education

- California State University
- University of California
- Private/Independent College or University
- Faculty
- Director of Teacher Educat
- Associate Dean
- Dean
- Other

4. Region of California *

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

5. Voluntary Disclosure of Ethnicity *

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



Dear Members of the Selection Committee,

I am writing to express my interest in serving as a committee member on the Committee on Accreditation (COA). The Commission's commitment to equity, justice, and culturally sustaining practice aligns deeply with my values and the work that has guided my career in educator preparation.

For the past seven years at the San Diego County Office of Education, I have served as a Project Specialist and now Coordinator, leading the design and development of the Single Subject Intern Program and the PK–3 Early Childhood Education Specialist Intern Program through the Initial Program Review process. This work strengthened my understanding of state standards, regulatory requirements, and the essential components of high-quality, student-centered educator preparation. I collaborated with faculty on course design, created program structures and candidate supports, selected and trained clinical supervisors, and partnered with district leaders to ensure alignment with local needs. I have worked closely with county offices of education, districts, charter schools, and universities statewide—giving me a comprehensive view of program implementation across diverse educational systems. Our PK–3 ECE Specialist Intern Program—California's first—required deep commitment to equity, cultural and linguistic responsiveness, and whole-child development.

As a BIR-trained reviewer for the past four years, I have supported and reviewed educator preparation programs statewide. My experience spans the full accreditation cycle, including Initial Program Review, evidence collection, continuous improvement, and participation in SDCOE's site visit. In addition, I lead SDCOE's statewide mentor-training and supervision-training certificate programs, which prepare thousands of mentors annually and strengthen teacher development across California.

These roles have reinforced my belief in the profound impact that well-designed preparation programs—and the systems that support them—have on future teachers, school communities, and student learning. I am eager to contribute my experience and perspective to the COA's work in maintaining high standards for educator preparation, licensure, and professional practice.

Thank you for your consideration. I would welcome the opportunity to support the important work of the Committee on Accreditation.

Sincerely,

J. Anderson

Janna Anderson

JANNA ANDERSON

PROFILE

Leader in educator preparation with 20 years of experience in K–12 teaching, teacher development, and program design. Seven years leading accreditation-aligned intern programs at the San Diego County Office of Education, including the creation of California’s first approved PK–3 Early Childhood Specialist Intern Program. Skilled in program development, state accreditation, culturally sustaining practices, and high-quality professional learning for new and practicing educators. Fluent in French.

EDUCATOR PREPARATION EXPERIENCE

SAN DIEGO COUNTY OFFICE OF EDUCATION

Coordinator, Teacher Effectiveness & Preparation | 2023–Present

- Lead all General Education Intern Programs (Single Subject Math/Science and PK–3) for 43 districts.
- Initial passing rates for both cycles of the TPA are 92% with a resubmission passing rate of 100%.
- Designed and launched California’s first accredited PK–3 Intern Program (May 2024).
- Oversee accreditation compliance, BIR processes, program review, and state reporting.
- Manage curriculum design, instructors, fieldwork supervision, and candidate advising.
- Oversee the collection and analysis of feedback from interns, instructors, clinical supervisors, and site/district administrators to evaluate program effectiveness and guide continuous improvement.
- Maintain full alignment with the intern program with the new literacy TPEs and literacy program requirements to meet state standards.
- Direct preservice coursework and placement onboarding for new interns.
- Coordinate statewide mentor-training and supervision-training courses serving 1,000+ educators annually.

Project Specialist, Teacher Effectiveness & Preparation | 2019–2023

- Developed and secured accreditation for the Single Subject Intern Program (Jan 2021).
- Managed intern cohorts (Special Education and Single Subject) including coursework, supervision, and advising.

- Supported six Special Education Added Authorization programs (course review, credential workflows, instructor coordination).
 - Facilitated Inclusive School Practices certificate courses and developed state-aligned mentor training.
-

HIGH TECH HIGH – EDUCATOR DEVELOPMENT ROLES

Innovative Literacy Coach, HTe Chula Vista | 2018–2019

- Coached K–5 teachers in literacy-focused project-based learning; provided tailored instructional support.

Consultant, High Tech High on the Road | 2014–2019

- Facilitated national and international professional development in PBL and deeper learning for K–12 educators and leaders.

Adjunct Faculty, HTH Graduate School of Education | 2014–2018

- Co-instructed graduate-level courses in Authentic Assessment and Elementary Methods; designed program-aligned syllabi.

Founding Teacher & Improvement Lead, HTe Point Loma and Chula Vista | 2011–2018

- Supported launch of 2 new PBL elementary schools; mentored new teachers and led professional learning.
-

EARLY CAREER TEACHING EXPERIENCE

San Diego Unified School District (French Immersion) • Teach With Africa (South Africa) •
Hartsholme Academy (England)

EDUCATION

Clear Administrative Services Credential, SDCOE

Preliminary Administrative Services Credential, SDCOE

M.Ed., Educational Leadership, High Tech High Graduate School of Education

B.S., Elementary Education, Bowling Green State University

PUBLICATIONS & PRESENTATIONS (SELECTED)

Unboxed Journal (2017, 2014, 2010) • LEGO Education Conference (2015) • HTH Workshops (2014–2015)

References available upon request

View results

Respondent
11 Anonymous

02:23
Time to complete

1. **Committee on Accreditation Nominee:** *

Janna Anderson

2. **Nominee's Employer:** *

San Diego County Office of Education

3. **Title** *

Coordinator

4. **Signature (Print Full Name)** *

Sheiveh Jones

5. **Phone #** *

[REDACTED]

6. **Email:** *

[REDACTED]

[View results](#)

Respondent
11 Anonymous

02:31
Time to complete

Nominee Information

1. Name *

Janna Anderson

2. Position/Title *

Coordinator, Teacher Effectiveness and Preparation

3. Employer *

San Diego County Office of Education

4. Business Address *

6401 Linda Vista Rd, San Diego, CA 92111

5. Business Telephone *

[REDACTED]

6. Business Email *

[REDACTED]

Nominator Information

7. Name *

Sheiveh Jones

8. Position/Title *

Executive Director/Human Resources-Teacher Effectiveness and Preparation

9. Employer *

San Diego County Office of Education

10. Business Address *

6401 Linda Vista Rd, San Diego, CA 92111

11. Business Telephone *

[REDACTED]

12. Business Email *

[REDACTED]

All nomination materials are due to the Commission by 5 pm on February 28, 2026.

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

Letter of Interest and Resume must be sent to Accreditation@ctc.ca.gov.

View results

Respondent

9

Anonymous

00:44

Time to complete

1. Applicant Name *

Janna Anderson

2. K-12

- School District
- County Office of Education
- Other
- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Central Coast
- Other

3. Institution of Higher Education

- California State University
- University of California
- Private/Independent College or University
- Faculty
- Director of Teacher Educat
- Associate Dean
- Dean
- Coordinator

4. Region of California *

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

5. Voluntary Disclosure of Ethnicity *

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

December 10, 2025

Dear Committee on Accreditation,

My name is Allan Hallis, and I currently serve as an Administrator for Preliminary Teacher Preparation with the Riverside County Office of Education (RCOE). I would be honored to be considered once again for appointment to the Committee on Accreditation (COA) as a K–12 Educator Member.

At the end of the day, we all share the same aim: giving every student access to highly qualified educators. Improving teacher and administrator preparation remains one of the strongest levers we have to strengthen schools and advance equity.

My passion and dedication for these efforts have led me to work closely with the Commission on Teacher Credentialing (CTC). I am currently a K-12 Educator Member of the COA and have valued every minute in this role, supporting the continuous improvement cycle that is the heart and nucleus of our accreditation process.

I have worked in a variety of K-12 settings over the past two decades in education. I have experience and credentials in Single Subject English, Mild to Moderate Disabilities, Moderate to Severe Disabilities and Administrative Services. My experience as a teacher and administrator spans all grade levels (PreK - Age 22) and school settings (rural, urban and suburban).

My work in teacher preparation includes a decade of experience with teachers in a variety of licensure programs and routes. I have served as an instructor, field supervisor and administrator for general education and/or special education preliminary preparation programs. I have been a reflective coach and administrator for new teacher induction. I have also developed course content for administrative credential programs. I have also served on the design team for the Education Specialist CalTPA and currently work as a TPA Lead Assessor.

My current role is helping to lead a program with over 300 new special education teacher candidates serving as intern teachers in the Inland Empire region of Southern California. This gives me a daily glimpse and ongoing insight into the realities of a wide range of our current

schools and classrooms. It also shines a light on the successes and challenges of teacher recruitment and retention in an ever-changing world.

The teacher shortage is very real and shows no signs of relenting. I feel a responsibility to do everything in my power to be a part of the solution. The COA does the vital work to ensure that all candidates receive quality preparation. It would be a personal and professional privilege to continue to be in this vital role in supporting our programs which in turn support our incredible candidates.

Sincerely,

Allan Hallis

Allan Hallis

Dr. Allan Hallis



CTC AND PERFORMANCE ASSESSMENT EXPERIENCE

- Committee on Accreditation, K-12 Professionals Member (Current)
- Lead Assessor, MMSN Literacy Performance Assessment, Education Specialist CalTPA
- Education Specialist CalTPA Design Team Member
- Board of Institutional Review (BIR) Team Member: Site Visits and Program Reviews

PROFESSIONAL EXPERIENCE

**Riverside County Office of Education, Center for Teacher Preparation, 2019 – present
Administrator, Preliminary Teacher Preparation**

- Administrator of RCOE Education Specialist Intern Teacher Programs (Mild to Moderate Support Needs and Extensive Support Needs)

**Riverside County Office of Education, Center for Teacher Innovation, 2016 – 2019
Coordinator, Teacher Induction**

- Coordinator of RCOE Teacher Induction (Candidates and Coaches in Low Desert Region)

**Los Angeles Unified School District (LAUSD) Department of Special Education, 2014 – 2016
Administrator, Specialist, Instruction K-12**

- Oversee the day-to-day operations of Intensive Diagnostic Educational Centers (IDEC)

LAUSD District Intern Program, 2013 – 2016

Instructional Facilitator

- Teach and design District Intern courses for Special Education and General Education Credential interns

LAUSD Department of Special Education, 2013 – 2014

Instructional Coach, Intensive Diagnostic Educational Centers (IDEC)

- Teacher support and professional development

LAUSD Department of Special Education, 2011 – 2013

Teacher, Intensive Diagnostic Educational Center (IDEC)

- Literacy Intervention Instructor

LAUSD and Clark County School District, 2002 – 20011. Classroom Teacher – Middle School and High School

- Special Education, General Education English, and Computer Applications teacher
- Testing Coordinator, Data Coordinator, and Work Experience Coordinator

CREDENTIALS

- **Administrative Services**, California Professional Clear Credential
- **Education Specialist Instruction, Mild to Moderate Disabilities**, with Autism Authorization, CA Professional Clear Credential
- **Education Specialist Instruction, Moderate to Severe Disabilities**, Professional Clear Credential
- **Single Subject English**, California Professional Clear Single Subject Credential

EDUCATION

Ed.D. in Organizational Leadership, National University, 2022

Master of Science, Educational and Instructional Technology, National University, 2008

Bachelor of Arts, Journalism, California State University at Northridge, 2000

View results

Respondent

13

Anonymous

00:56

Time to complete

1. Committee on Accreditation Nominee: *

Allan Hallis

2. Nominee's Employer: *

Riverside County Office of Education

3. Title *

Administrator

4. Signature (Print Full Name) *

Melanie Oliver

5. Phone # *

[REDACTED]

6. Email: *

[REDACTED]

View results

Respondent

15

Anonymous

08:31

Time to complete

1. Applicant Name *

Allan Hallis

2. K-12

- School District
- County Office of Education
- Other
- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Central Coast
- Other

3. Institution of Higher Education

- California State University
- University of California
- Private/Independent College or University
- Faculty
- Director of Teacher Educat
- Associate Dean
- Dean
- Other

4. Region of California *

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

5. Voluntary Disclosure of Ethnicity *

African American

Asian American

Caucasian

Hispanic Latino

Native American

Pacific Islander

Southeast Asian

Decline to State

Other

View results

Respondent

16 Anonymous

06:26

Time to complete

Nominee Information

1. Name *

Allan Hallis

2. Position/Title *

Administrator, Preliminary Teacher Preparation

3. Employer *

Riverside County Office of Education

4. Business Address *

3939 13th Street, Riverside, CA 92502

5. Business Telephone *

[REDACTED]

6. Business Email *

[REDACTED]

Nominator Information

7. Name *

Melanie Oliver

8. Position/Title *

Director, Center for Teacher Preparation

9. Employer *

Riverside County Office of Education

10. Business Address *

3939 13th St, Riverside, CA 92502

11. Business Telephone *

[REDACTED]

12. Business Email *

[REDACTED]

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Brandy Byers, Ed.D.

February 2, 2026

Dear Members of the CTC Committee on Accreditation,

I am writing to express my interest in serving on the California Commission on Teacher Credentialing's Committee on Accreditation. As an educational leader with over two decades of experience across K–12 systems, educator preparation, and district-level talent development, I am deeply committed to strengthening educator pipelines through rigorous, equity-centered, and improvement-oriented accreditation processes.

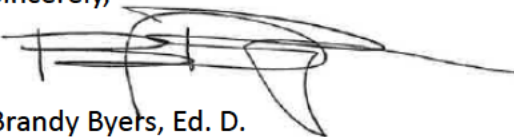
In my current role as Director of Educator Development for Oakley Union Elementary School District, I lead a comprehensive Grow Your Own educator workforce strategy that spans teacher and counselor residencies, pre-induction, induction, and future apprenticeship pathways. This work requires sustained attention to CTC standards, Preconditions, program coherence, and continuous improvement—particularly as we design systems that are both compliant and responsive to the realities of schools and communities. I regularly collaborate with institutions of higher education, county offices of education, and state partners to align program design, implementation, and evidence of impact.

My professional background also includes extensive experience supporting accreditation and approval processes across multiple contexts, including CTC and WASC/WSCUC-aligned work. I bring a practitioner's lens to accreditation—one that values clarity, transparency, and technical rigor, while also honoring the purpose of accreditation as a lever for quality, equity, and sustainability rather than mere compliance. I am especially interested in supporting programs as they navigate complex conditions, innovate responsibly, and build capacity for long-term success.

I hold an Ed.D. in Educational Leadership from the University of Oregon, and my scholarship and practice center on systems change, adult learning, and equitable access to the profession. I would be honored to contribute my experience, judgment, and collaborative approach to the Committee on Accreditation, and to support the Commission's mission of ensuring high-quality preparation for California's educators.

Thank you for your consideration. I would welcome the opportunity to serve and contribute to this important work on behalf of educators, candidates, and the students they serve.

Sincerely,



Brandy Byers, Ed. D.

Brandy Byers, Ed. D.

Educational Leadership | Program Innovation | Equity & Inclusion

Professional Summary

Experienced educational leader with over 20 years of service across K–12 and higher education, specializing in systems change, adult learning, and program transformation. Proven success designing and leading graduate-level programs centered on innovation, equity, and continuous improvement. Recognized for strategic thinking, collaborative leadership, and fostering inclusive learning environments that challenge dominant paradigms and promote social justice.

Areas of Expertise

- Academic Program Design & Oversight
- Leadership for Social Justice & Equity
- Innovation & Change in Learning Systems
- Curriculum & Instructional Design (PBL, UDL, SEL, MTSS)
- Online & Hybrid Teaching and Learning
- Faculty Development & Coaching
- Community Engagement & Partnership Building
- Grant Writing & Resource Development
- Accreditation, CTC/WASC Compliance

Educational Background

Doctorate in Educational Leadership [Ed.D] | University of Oregon

Dissertation: A Comparison of Participation and Performance With Student Enrollment Status in Two Public Online K-12 Charter Schools, Using Extant Data

Master of Education Leadership [M.Ed] | University of California, Los Angeles

Bachelor of Arts in Modern Literature & Fine Art | University of California, Santa Cruz

Single Subject Teaching Credential in English | St Mary's College of California

Certificates and Credentials:

Professional Administrative Credential | California

ACSA Leadership Coach | Association of California School Administrators

Calibrated CalAPA Cycle 2 Assessor | Pearson

Scholarly Interests

Passionate about exploring how small, strategic disruptions—or “tiny shifts”—within classroom practice and organizational structures can catalyze transformative impact across educational systems. My work bridges organizational theory and daily teaching practice, examining how micro-level innovations influence culture, leadership, and system design. With a focus on equity-centered change, human-centered design, and sustainable improvement, I study how educators and organizations adapt, learn, and thrive when traditional models are intentionally challenged through scalable, evidence-informed practices.

Current Role

Director of Educator Development

Oakley Union Elementary School District, Oakley, CA | 2024–Present

- Lead educator pipeline and retention strategy; launched teacher residency program.
- Secured over \$2M in CTC and CDE grants (educator development, literacy equity, community schools).
- Designed and implemented cross-sector partnerships to elevate staff engagement and student outcomes.
- Lead strategic planning for instructional leadership and coaching systems across district sites.

Higher Education Leadership

Instructor | Master’s Project Advisor | Program Coordinator (former)

Teachers College of San Joaquin | 2020–Present

- Teach in Master’s in Education and Leadership programs:
 - CURR 384: Literature Review
 - CURR 347: Theory of Teacher Leadership
 - EADM 284: School Finance & Business Administration
 - CURR 344: Lesson Study
 - Residency@TCSJ: Cohort Lead & Teacher Leadership
- Led redesign of online, student-centered Teacher Induction Program.
- Developed and scaled the Professional Learning Center, generating \$500K in new revenue.
- Master’s project advising, research methodology instruction, and course sequence design.
- Served on CTC accreditation teams and led continuous improvement initiatives with Deans for Impact.
- Created and chaired the Equity Team.
- Member: Graduate Studies Committee and Strategic Enrollment Team.

Coordinator, Residency Programs | Educator Preparation Programs Advisory Board (current)

Santa Clara County Office of Education, San Jose, CA | 2023–2024

- Doubled program enrollment through community-based recruitment strategies.
- Wrote five successful grant proposals, including a \$10M federal TQP grant.
- Built cross-agency partnerships with CTC, National University, and Teachers College of San Joaquin.
- Created outreach and branding systems centering equity and resident voice.

K–12 Executive Leadership

Executive Director | Superintendent

Contra Costa School of Performing Arts, Walnut Creek, CA | 2022–2023

- Oversaw all operations (instruction, HR, compliance, budget, facilities, stakeholder relations).
- Aligned staffing and budget amid enrollment decline without reducing student services.
- Launched PBIS, UDL, and Tier 1 Reading strategies schoolwide.

Leadership Coach

Contra Costa County Office of Education, Pleasant Hill, CA | 2018–present

- Coached site and district leaders using an Evocative Coaching model.
- Supported administrators in Tier II credential attainment and systems leadership.
- Facilitated reflective, growth-centered practice for instructional leaders.

Principal

Walnut Creek School District, Walnut Creek, CA | 2015–2020

- Led transformation of instructional programs, SEL, and MTSS implementation.
- Became a Teacher’s College Affiliate School by adopting and implementing Teachers College of Columbia Reading & Writing Units of Study.
- Chaired school-wide equity and mental health initiatives using MindUP and Sandy Hook Promise.

Senior Director, School Programs

Connections Education (Pearson), Baltimore, MD | 2011–2015

- Led 13 program managers across virtual academies; built Connexus LMS professional development model.
- Scaled services from 4 to 240+ schools; increased enrollment from 50 to 6,000+ students.
- Maintained a 95% client satisfaction rating for program delivery and coaching.

Leadership & Service

- Lead, Deans for Impact Continuous Improvement Team at Teachers College of San Joaquin
- Founder & Chair, Equity Team, Teachers College of San Joaquin
- Accreditation Team Member, CTC and WASC/WSCUC
- Member, CISC-Teacher Development, Graduate Studies, and Strategic Enrollment Committees
- Partnered with California Department of Education, California Commission for Teacher Credentialing, George Couros, Kim Cofino, Katie Novak, Caitlin Tucker

Grants & Funding

- CTC Teacher Residency Capacity Grant
- CTC Counselor Residency Capacity Grant
- Federal Teacher Quality Partnership Grant (\$10M)
- CTC Reading and Literacy Added Authorization Grant
- CDE Community Schools Planning and Implementation Grant
- CDE Restorative Practices Implementation Grant

Recent Presentations, Awards, & Professional Engagement

2025– District Recipient, *Grow-Your-Own Programs from Recruitment to Retention*, Golden Bell Award, CSBA

2025 – Presenter, *From Shortage to Sustainability: Best Practices for Building a Joyful, Local Teacher Pipeline* – California Education Research Association Conference

2025 – Presenter, *Thrive to Shine: Uplifting Staff and Celebrating Small Successes* – ACSA Region 6 Conference

2024 – Presenter, *Residency@TCSJ: An Innovative Path Forward for New Teachers* – CISC Symposium

2023–2025 – Attendee, *SRTAC & Residency Lab Symposia* (San Jose, Los Angeles, San Diego, Sacramento)

2107 – *California Gold Ribbon School with an Exemplary Visual and Performing Arts Program* – Walnut Creek Intermediate

2013 – Dissertation, *A Comparison of Participation and Performance With Student Enrollment Status in Two Public Online K-12 Charter Schools, Using Extant Data*– University of Oregon

View results

Respondent

3

Anonymous

04:09

Time to complete

1. **Committee on Accreditation Nominee:** *

Brandy Byers

2. **Nominee's Employer:** *

Oakley Union Elementary School District

3. **Title** *

Director of Educator Development

4. **Signature (Print Full Name)** *

Brandy Byers

5. **Phone #** *

██████████

6. **Email:** *

██████████

[View results](#)

Respondent

3

Anonymous

06:41

Time to complete

Nominee Information

1. Name *

Brandy Byers

2. Position/Title *

Director of Educator Development

3. Employer *

Oakley Union Elementary School District

4. Business Address *

91 Mercedes Ln., Oakley Ca 94561

5. Business Telephone *

[REDACTED]

6. Business Email *

[REDACTED]

Nominator Information

7. Name *

Phil Morales

8. Position/Title *

Coordinator Educator Preparation Programs

9. Employer *

Santa Clara County Office of Education

10. Business Address *

1290 Ridder Park Dr., San Jose, CA 95131

11. Business Telephone *

[REDACTED]

12. Business Email *

[REDACTED]

All nomination materials are due to the Commission by 5 pm on February 28, 2026.

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

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

Letter of Interest and Resume must be sent to Accreditation@ctc.ca.gov.

View results

Respondent

3

Anonymous

00:26

Time to complete

1. Applicant Name *

Brandy Byers

2. K-12

- School District
- County Office of Education
- Other
- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Central Coast
- Other

3. Institution of Higher Education

- California State University
- University of California
- Private/Independent College or University
- Faculty
- Director of Teacher Educat
- Associate Dean
- Dean
- Other

4. Region of California *

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

5. Voluntary Disclosure of Ethnicity *

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



School of Education and Information Studies
Moore Hall
Box 951521
Los Angeles, CA 90095-1521

February 24, 2026

Members of the Commission on Accreditation
California Commission on Teacher Credentialing

Dear Members of the Commission on Accreditation:

I am writing to express my interest in serving the Commission on Accreditation in support of California’s educator preparation accreditation system. I am deeply committed to advancing the Commission’s charge “to ensure, verify, and strengthen educator preparation programs so they meet state standards, demonstrate effectiveness, and engage in meaningful continuous improvement that benefits California’s diverse PK–12 students.”

My professional experience and background have prepared me to serve. I currently coordinate and lead accreditation processes for professional programs at the UCLA School of Education and the Luskin School of Public Affairs, where I guide programs in aligning evidence to Commission standards, monitoring implementation, and supporting continuous improvement efforts. I also serve as a Credential Program Accreditation Reviewer, where I have analyzed program documentation, evaluated alignment to Commission standards, and contributed to peer review determinations central to California’s accreditation model. I am particularly interested in participating in the Commission’s role in the upcoming review of Preliminary and Clear Administrative Services Program Standards for national comparability.

Across my career, I have designed, implemented, and strengthened teacher preparation, administrative credential, and bilingual authorization programs. As Chair of the California Department of Education’s Instructional Quality Commission and Chair of the English Language Arts/English Language Development Framework Committee, I interpreted statewide standards, guided framework development, and supported coherent implementation across California systems. As the ELA/ELD Framework served as the basis for the new Literacy Program Standards, I feel uniquely prepared to monitor this implementation.

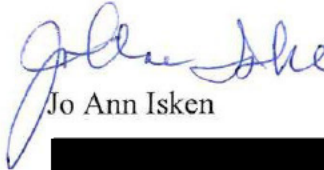
Isken
COA Letter of Interest
Page Two

I bring extensive experience examining evidence, validating program quality, and advancing data-informed improvement cycles. I have facilitated collaborative discussions in which we have reviewed complex qualitative and quantitative data, produced clear and actionable feedback, and facilitated professional dialogue with the goals of both accountability with program growth.

UCLA's work intentionally centers equity—particularly in preparing educators to effectively serve multilingual learners and historically underserved students—while maintaining high expectations for program quality and candidate competence.

I would be honored to contribute to the Commission on Accreditation's work to uphold rigorous, standards-aligned educator preparation programs across California. Thank you for your consideration of my application.

Sincerely,



Jo Ann Isken



Jo Ann Isken

EDUCATION/ CREDENTIALS/CERTIFICATES

Administrative Services Credential (Life)
Certificate in Second Language Acquisition
and Multicultural Education
Bilingual Certificate of Competence (Spanish)
Standard California Life Teaching Credential, K-12 Multiple Subjects
Member, Board of Institutional Review

PROFESSIONAL EXPERIENCE

2022-2025 Interim Executive Director, UCLA School of Education and Information Studies
Center X

2021-present Member, 21CSLA State Center Team UTK State Team, Trainer
Member, 21CSLA Design Team, VALCO Region
Co-Facilitator, 21CSLA Improvement Science Training and Communities of Practice
Equity Leadership Coach, 21CSLA, VALCO Region
Co-Facilitator, California Education Partners, Shared Learning Opportunities in Early
Mathematics
Institutional Board of Review, Credential Program Accreditation Reviewer (Multiple
Subject Credential/Bilingual Authorization)

2020-present UCLA School of Education and Luskin School of Public Affairs -Coordinator of
Accreditation for Professional Programs

2019-present Member, California State Department of Education, California Practitioner Advisory
Group

2016-2019 Chair, California State Department of Education, California
Practitioner Advisory Group

2014-present Coordinator/Instructor – UCLA Teacher Education Program Summer Bilingual
Authorization Program

2014-present Lecturer/Fieldwork Supervisor – UCLA Principal Leadership Institute Tier 1
Administrative Credential Program

2014-present Leadership Support Program – Principal Coach – UC Berkeley Tier 2 Administrative
Credential Program

2014-2019 IMPACT Teacher Residency Program Project Director

2014-August 2017 Interim Director, Teacher Education Program, UCLA

2014-2016 Chair, California State Department of Education, Instructional
Quality Commission.

2012-2014 Chair, English Language Arts/English
Language Development Framework Committee
Member – Math Curriculum Framework Committee

2010-2013 Assistant Superintendent of Instruction, Lennox School District

1999-2007 State Approved External Evaluator, State of California

1996-2009 Principal, Moffett Elementary School
California Distinguished School
Grammy Foundation, Leonard Bernstein Center,
National Leadership School, *Artful Learning*
Bravo Award, School of Distinction in the Arts

1995- Instructor, Loyola Marymount University
Educational Leadership-Management
Reading Methods
Educational Psychology

1997-1999 Instructor, Pepperdine University
New Directions in Assessment
Mentoring and Team Leadership

1997-1999 Team Advisor/Seminar Leader UCLA Teacher Education
Program New Teacher Team Based at Moffett Elementary

1986-1996 Principal, Jefferson Elementary School
California Distinguished School

1985-1986 District Coordinator, Staff Development and
Categorical Programs

1983-1985 Assistant to the Director of Curriculum & Special Federal and State Programs

1979-1983 Project Coordinator/Reading Resource Specialist K-6

1976-1979 Classroom Teacher Grades 3,4,5 & 6

1987-1989 Rancho Santiago College- Guest Lecturer

Summer 1982 UCLA Extension Instructor - English as a Second
Language Methodology

Summers 1971-1975 Preschool Teacher - Ages 3,4 & 5

COMMON CORE STANDARDS

2012-2016 Chair, California State Department of Education, Instructional
Quality Commission. Chair, English Language Arts/English
Language Development Framework Committee
Member – Math Curriculum Framework Committee
Common Core District Support, Los Angeles County Office of Education

2013 Trainer – Expository Reading and Writing Project
Middle School and High School

PUBLICATIONS

Orange, T. & Isken, J. (2021) Reciprocal Learning Partnerships for Equity: Supporting Educators to Critically Disrupt, Reflect and Take Action. In *Preparing and Sustaining Social Justice Educators*. Ed. Francois, A. & Quartz, K. (book chapter in press).

Nava-Landeros, I., Isken J., & Francois, A. (2020). Open the Door to Diversity: Teacher Residencies in Urban Schools Boost Retention and Achievement. *The Learning Professional*. 41(6), 33-36.

Orange, T., Isken, J., Green, A. & Francois, A.(2019). Reframing Coaching as Action for Equity. *Learning Forward*, 40(6), 45-49.

Isken, J., Honig, B., & Jago, C. (2015, October 15). *California's Recently Adopted English Language Arts/English Language Development Framework: Translating the Common Core Standards to a Coherent and Sequence Curriculum for All Students*. California Department of Education.
<http://www.cde.ca.gov/ci/rl/cf/documents/elaelfwsummaryoct15.pdf>

Isken, J. & Aceves, T. (2008). Early Intervention for Students in General Education: Promoting Academic Achievement for All, From the Field. In Terese C. Jimenez and Victoria L. Graf, *Education for All: preparing for the next 30 years of special education*. John Wiley & Sons, Inc.

Campbell-Jones, F., Fernandez ,C. Mosby, A. & Vigil, F. (2004). Leadership and the Arts. *ACSA Thrust Magazine*. 33(4).

Lane, S., Lacefield-Parachini, N. & Isken, J. (2003). Developing Novice Teachers as Change Agents. *Teacher Education and Social Justice*. 30(20), 55-68.
Students. (unpublished manuscript). February, 1996.

PAPERS/CONFERENCE PRESENTATIONS

“Reciprocal Learning Partnerships for Equity.” Workshop, SoCAL Residency Network Convening at UCLA, Los Angeles, CA. October, 2019.

“Reciprocal Learning Partnerships for Equity.” Workshop, California Association of African-American Superintendents and Administrators, Anaheim, CA. March, 2019.

- “Spotlight on California’s Education System: “The California Way.” Atlantic Rim Collaboratory, Los Angeles, CA., September 8, 2018.
- “Coaching Partnerships for Equity.” Workshop, Teacher Quality Programs Summit, Washington D.C. June, 2018.
- “Internal Coherence: How Do You Manage Multiple Initiatives to Effectively Improve Student Achievement?” Workshop, ACSA Leadership Summit, San Jose, CA. November, 2017.
- “Questions of Quality in Arts Education, Part II: A Local Perspective.” Panel Presentation, UCLA School of Arts and Architecture: Visual and Performing Arts Education Program. Los Angeles, CA. November 15, 2016.
- “Teaching Designated ELD with Repeated Interactive Read-Alouds.” Workshop, California Association for Bilingual Education Conference, San Diego, CA. March, 2015.
- “Launching the 2014 English Language Arts/English Language Development Framework.” Workshops, San Diego, California; Redwood City, California; Fresno, California. 2014-15.
- “California’s New English Language Arts/English Language Development Framework.” Workshop, Leadership Summit, Association of California School Administrators Conference, San Diego, California. November 6-7, 2014.
- “Formative Assessment and CCCS.” Panel Presentation, PACE (Policy Analysis for California Education) Sacramento, California. October 23, 2014.
- “English Language Arts-English Language Development Framework for California Public Schools, An Overview.” Workshop, California Association for Bilingual Education Conference, San Diego, California. April, 2014.
- “Social Justice Leadership for the Common Core.” Workshop, Critical Teaching and the Common Core: Access, Equity and Justice. UCLA, Center X Conference, Los Angeles, CA. March, 2014.
- “English Language Arts-English Language Development Framework for California Public Schools, An Overview” – Workshop, National Association for Bilingual Education Conference, San Diego, California. February, 2014.

EDUCATION

Harvard University School of Education Standards and Assessment Institute	1995
University of Delaware School of Education Principals' Leadership Academy	1991
Loyola Marymount University Masters' Program Educational Administration & Reading	1986
University of California, Los Angeles Multiple Subject Credential	1976
University of California, Los Angeles B.A., Spanish	1975

View results

Respondent

4

Anonymous

02:06

Time to complete

1. Committee on Accreditation Nominee: *

Jo Ann Isken

2. Nominee's Employer: *

Center X, School of Education & Information Studies, UCLA

3. Title *

Faculty Director, Center X and VC of Professional Programs

4. Signature (Print Full Name) *

Megan Franke

5. Phone # *

[REDACTED]

6. Email: *

[REDACTED]

[View results](#)

Respondent
10 Anonymous

08:47
Time to complete

Nominee Information

1. Name *

Jo Ann Isken

2. Position/Title *

UCLA School of Education Accreditation Administrator

3. Employer *

UCLA

4. Business Address *

UCLA, School of Education, 1320 Moore Hall, Los Angeles. 90095

5. Business Telephone *

[REDACTED]

6. Business Email *

[REDACTED]

Nominator Information

7. Name *

Nancy Parachii

8. Position/Title *

UCLA, School of Education, Executive Director, Leadership Initiatives and International Partnerships

9. Employer *

UCLA, School of Education

10. Business Address *

UCLA, 1320 Moore Hall, Los Angeles 90095

11. Business Telephone *

[REDACTED]

12. Business Email *

[REDACTED]

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

Letter of Interest and Resume must be sent to Accreditation@ctc.ca.gov.

View results

Respondent

8

Anonymous

00:43

Time to complete

1. Applicant Name *

Jo Ann Isken

2. K-12

- School District
- County Office of Education
- Other
- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Central Coast
- Other

3. Institution of Higher Education

- California State University
- University of California
- Private/Independent College or University
- Faculty
- Director of Teacher Educat
- Associate Dean
- Dean
- Other

4. Region of California *

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

5. Voluntary Disclosure of Ethnicity *

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

January 8, 2026

Dear California Commission on Teacher Credentialing,

Please accept this letter as my nomination for membership on the Committee on Accreditation. I am confident that my professional experience, leadership background, and deep understanding of California's educator preparation and accreditation systems position me well to carry out the responsibilities of this role.

I currently serve as the administrator leading the Los Angeles Unified School District's Teacher Growth and Induction Program, supporting more than 1,300 beginning teachers through induction and credential completion. In this role, I directly guide and develop 14 administrators who collectively support approximately 780 part-time mentors and oversee the induction experience for teachers across diverse school contexts. Our program supports approximately 700 annual completers and maintains a five-year teacher retention rate of approximately 85 percent. Continuous reflection on program quality, candidate outcomes, and system coherence is central to our work, and we are currently strengthening the induction experience through the integration of a robust principal leadership series.

In addition to teacher induction, I have played a significant role in the design, development, and operationalization of both LAUSD's Preliminary Administrative Services Credential Program (PASC) and Clear Administrative Services Program (CASP). I was a member of the original design team for PASC and led the development of curriculum aligned to CalAPA Cycle 3, ensuring coherence with district leadership tools, resources, and expectations. I also took primary responsibility for verifying alignment to all applicable CAPEs and the district's School Leadership Framework. The program was approved by the Commission in 2020, launched its first cohort in 2021, and has since demonstrated strong candidate outcomes, including a 100 percent CalAPA pass rate with some of the highest scores statewide.

I also bring experience as a Clear Administrator Induction coach, supporting candidates through two induction programs while designing and facilitating professional learning grounded in the CAPSELS. In this role, I regularly reviewed Program Standards to ensure curriculum, candidate experiences, and program decisions were anchored in accreditation requirements. As a full-time release coach, I supported a caseload of more than 70 administrator candidates while contributing to continuous program refinement.

As an adjunct faculty member, I remain current with educational research, adult learning theory, and leadership development practices. I recognize the responsibility and public trust associated with serving on the Committee on Accreditation and deeply value the Commission's emphasis on evidence-based decision making, peer review, transparency, and continuous improvement.

My professional experiences across teacher and administrator preparation pathways provide me with a systems-level perspective that I believe would add value to the Committee's work.

I am committed to advancing high-quality educator preparation across California and would be honored to contribute my experience, judgment, and collaborative leadership to the Committee on Accreditation.

Thank you for your consideration.

Respectfully,

A handwritten signature in blue ink, appearing to read "Jose M. Rodriguez", is positioned above a thin blue horizontal line.

Jose M. Rodriguez, Ed.D

José M. Rodríguez, Ed.D

Employment

Administrative Coordinator, September 2025-Present

Human Resources Division, Los Angeles Unified School District (LAUSD)

Teacher Growth and Induction (TGI) Program

Lead a districtwide Teacher Induction Program serving **1,300+ teachers**, ensuring credentialing compliance, program quality, and continuous improvement with annual completion rates exceeding 700. Directly support and develop **14 administrators** through leadership coaching, professional learning, and systems alignment.

Administrative Coordinator, January 2023-September 2025

Human Resources Division, Los Angeles Unified School District (LAUSD)

Los Angeles Preliminary Administrative Services Credential (LAPASC) Program

Directly support 42 candidates with leadership development, coaching, and capacity building associated with transforming high-need schools through the Preliminary Administrative Services Credential Program. (CalAPA 100% passage rate, highest state scores)

Adjunct Professor, January 2025-Present

California State Polytechnic University, Pomona (Cal Poly)

Teach Educational Policy and Social Justice to educational doctoral students. Develop syllabi and assignments, and assess student performance.

Administrator, Community of Schools, July 2021-December 2022

Local District Central, Glassell Park/Los Feliz

Served as the instructional leader for 24 schools, guiding and supporting principals in aligning students' needs with resources. Leveraging and strengthening systems to address data driven classroom instruction, observation and feedback and school climate to improve student outcomes. High School Graduation rate in 21-22, 97%, eight Pivot School Awards, and implemented a grant to train 180 teachers in transforming their classroom ecology.

Administrative Coordinator, July 2016-June 2021

Human Resources Division, Administrator Development and Support/

Los Angeles Administrative Services Credential (LAASC) Program

Lead on the district's administrator evaluation process, supporting over 2,000 school site leaders. Spearhead the implementation, content creation, and facilitation of the Aspiring Principals Programs. Create and execute professional development for school leaders' and principal supervisors' growth and development. Coached and supported over 70 candidates through the Clear Administrative Services Credential Program by building the capacity of leaders for the responsibilities associated with high-need schools.

California Administrator Performance Assessment (CalAPA) Assessor, February 2019-

Present. Calibrated to score CalAPA assessments, a requirement for educators to earn their preliminary administrative services credential.

New Administrator Coach, July 2015 to June 2017

Los Angeles New Administrators Leadership Program (LANALP)

Coached and mentored candidates as they prepared to lead high-need schools and engaged them in a competency-based approach, integrating tenets of effective school leadership. Participated in Cognitive Coaching and Culturally Proficient Coaching trainings.

Principal, July 2009 to June 2016

Gates Street Elementary/Park Avenue Elementary (LAUSD)

Experience with leadership development, adult learning and coaching. Strong instructional leader, focused on student achievement; developed solid parent/community partnerships; articulated a

vision; used data to improve the instructional program; Established a Chinese sister school, partnership programs with the University of Southern California.

Assistant Principal, January 2005 to June 2009

Walnut Park Elementary / Middleton Street Elementary, (LAUSD)

Designed and provided professional development, supervised instruction and managed school operations.

LEAD Administrative Intern, January 2004 to June 2004,

Teresa Hughes Elementary / Magnet School, (LAUSD)

Under the immediate supervision of the school principal, I learned the everyday working of a school, its goals and how those goals are achieved.

Teacher/English Learner Coordinator, March 1998 to January 2004, July 2004 to December 2004

Heliotrope Avenue Elementary School, Los Angeles Unified School District

Planned, implemented, and led professional development for all stakeholder groups. Mentor Teacher and New Teacher Coach.

Education

Ed.D., K-12 Instructional School Leadership, University of Southern California(2008)

M. A., Educational Administration, California State University, Los Angeles (2002)

BCLAD, Los Angeles Unified School District Intern Program (2000)

B. A., Child Development-Multi-Subject, California State University, Los Angeles (1998)

Professional Organizations

Association of California School Administrators (ACSA)-(Executive Board-2015-2019) VP

Legislative Action -Organized and led administrators representing ACSA Region 16 at the state level and advocated on a wide range of legislative issues directly impacting public education 2023-present, Leadership Committee Representative..

LAUSD-Elementary Principals' Organization (Executive Board-President 2014-2015)

Designed and coordinated professional development for all Elementary Principals. Developed and organized city-wide meetings for about 550 principals.

Council of Mexican-American Administrators (CMAA)-Executive Board-

Parliamentarian Mentored and coached aspiring principals through the *Building Champions* program. Coordinated and supported professional development.

Honors and Activities

- Fulbright Alumni Advisor (IREX), 2024-Present
- Fulbright Global School Leaders Program, Finland 2024
- LAUSD Think Tank 2023-Present
- ACSA Region 16-Administrator of the Year, Personnel/Human Resources 2020
- LAUSD Board-Certificate of Recognition (June 2012)
- American Councils/Fulbright Argentina Administrator Exchange Program 2011
- CSUDH Administrator Mentor /Field Supervisor (Master's Candidates)
- University of California-Digital Library Project/McGraw-Hill Validation Study 2003
- California English Language Development Test (CELDT) -Item Review Panel, 2003
- State of California Reading and Language Arts/ELD Adoption (IMAP), 2001 and 2003

Co-Authored Published Articles

Leon, A., and Rodriguez, J., (2025) Leading with care: ACSA Regions 15 and 16 launch first joint Leadership Symposium, EdCal

Nava, M. A., Estrada, D., Rodriguez, J. M., Kim, D., Chou, L., Gamba, J., (2024) Pursuing equity and success for marginalized educational leaders: Chapter 1, Building coaching capacity Within aspiring school leaders.

Rodriguez, J. M., Chow, M. W., Ferrell, A., & St. Amant, C. (2022). Navigating a critical moment: A comprehensive, multi-track approach to joy and wellness. ACSA Leadership Magazine.

Nava, M. A., Davalos, I., Estrada, D., Ramos, A., Crossin, M., Rodriguez, J. M., & Sotomayor, M. (2020). The principal's coach. Leaning Forward.

Nava, M. A., Estrada, D., Ramos, A., Crossin, M., Rodriguez, J. M., & Sotomayor, M. (2018). Six keys to unlocking an effective coaching program for new administrators. ACSA Leadership Extra.

Conference Presentations

American Educational Research Association (AERA), 2024, Philadelphia, PA, Building Coaching Capacity Within Aspiring School Leaders

EducaFair, 2024, Helsinki, Finland. How Schools Support Immigrant and Refugee Students – Inspiration from Transatlantic Collaboration (Panelist)

California Induction Conference, December 2019, Indian Wells, CA
Session: Using the Problem of Practice Inquiry Cycle

Association of California School Administrators Leadership Summit, 2017, San Jose, CA
Session: Coaching for Equity in LAUSD

Council of the Great City Schools 61st Annual Fall Conference, 2017, Cleveland, OH
Session: The Art and Science of Coaching New Administrators

Council of the Great City Schools 60th Annual Fall Conference, 2016, Miami, FL
Session: Fostering Visionary Leadership Through Administrator Induction
Session: Aspiring Principals Program

References

Marco A. Nava, Ed.D.
Administrator, Human Resources, Induction & Credentialing Programs

[REDACTED]

Delia Estrada, Ph.D.
Administrative Coordinator, LA Preliminary Administrative Services Credential

[REDACTED]

Patricia Pernin, Ed.D,
Director, Intern, Credentialing, and Added Authorization Program - iCAAP

[REDACTED]

View results

Respondent

2

Anonymous

03:35

Time to complete

1. **Committee on Accreditation Nominee:** *

Jose M. Rodriguez

2. **Nominee's Employer:** *

Los Angeles Unified School District

3. **Title** *

Administrative Coordinator

4. **Signature (Print Full Name)** *

Marco A. Nava

5. **Phone #** *

[REDACTED]

6. **Email:** *

[REDACTED]

[View results](#)

Respondent

2

Anonymous

03:37

Time to complete

Nominee Information

1. Name *

Jose M. Rodriguez

2. Position/Title *

Administrative Coordinator

3. Employer *

Los Angeles Unified School District

4. Business Address *

333 S. Beaudry Avenue, Los Angeles, CA 90017

5. Business Telephone *

[REDACTED]

6. Business Email *

[REDACTED]

Nominator Information

7. Name *

Marco A. Nava

8. Position/Title *

Administrator, HR

9. Employer *

Los Angeles Unified School District

10. Business Address *

333 S. Beaudry Avenue, Los Angeles, CA 90017

11. Business Telephone *

[REDACTED]

12. Business Email *

[REDACTED]

All nomination materials are due to the Commission by 5 pm on February 28, 2026.

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

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

Letter of Interest and Resume must be sent to Accreditation@ctc.ca.gov.

View results

Respondent

2

Anonymous

69:59

Time to complete

1. Applicant Name *

Jose M. Rodriguez

2. K-12

- School District
- County Office of Education
- Other
- Teacher
- Site Administrator
- District/County Office Administrator
- Associate Superintendent
- Superintendent
- Central Coast
- Other

3. Institution of Higher Education

- California State University
- University of California
- Private/Independent College or University
- Faculty
- Director of Teacher Educat
- Associate Dean
- Dean
- Other

4. Region of California *

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

5. Voluntary Disclosure of Ethnicity *

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