

DE LACY GANLEY, PH.D.

Dean | Full Professor

School of Educational Studies | Claremont Graduate University

Harper Hall | 150 East Tenth Street | Claremont, CA 91711

Work Tel 909.621.8075 | Work Fax 909.607.7793

DeLacy.Ganley@cgu.edu

February 2021

EDUCATION

Ph.D. in Education

Educational Leadership, Policy, Evaluation & Reform

Claremont Graduate University

Claremont, CA | August 1999 – May 2003

Master of Arts

English (literature)

Bowling Green State University

Bowling Green, OH | August 1991-May 1993

Bachelor of Arts

English (creative writing)

University of Puget Sound

Tacoma, WA | August 1987-May 1991

Study Abroad

American College of Switzerland

Leysin, Switzerland | Fall 1989

K-12 TEACHING & ADMINISTRATIVE CREDENTIALS

California Clear Single-Subject English.

Doc #170261712. Expires June 1, 2023.

California Clear Multiple-Subject.

Doc #170261711. Expires June 1, 2023.

California Preliminary Administrative Credential.

Doc #140009991. Expired June 1, 2018.

EMPLOYMENT HISTORY

- 2019 – present Full Professor and *Dean. School of Educational Studies. Claremont Graduate University. Claremont, CA. *Assumed decanal responsibilities January 1, 2019.
- 2018 – 2019 Full Professor and *Interim Dean. School of Educational Studies. Claremont Graduate University. Claremont, CA. *Assumed interim decanal responsibilities January 1, 2018.
- 2016 - 2017 Full Professor and Director of the Department of Teacher Education. School of Educational Studies. Claremont Graduate University. Claremont, CA.
- 2013 - 2016 Associate Professor and Director of the Department of Teacher Education. School of Educational Studies. Claremont Graduate University. Claremont, CA.
- 2012 - 2013 Assistant Professor and (sole) Director of the Department of Teacher Education. School of Educational Studies. Claremont Graduate University. Claremont, CA.
- 2004 - 2012 Assistant Professor, Co-Director of the Department of Teacher Education (the division), and Director of Curriculum & Advancement. School of Educational Studies. Claremont Graduate University. Claremont, CA.
- 2002 - 2004
(full time at CGU) Assistant Professor and Director of Curriculum & Advancement. School of Educational Studies' Department of Teacher Education. Claremont Graduate University. Claremont, CA.
- 2001 Part-time, temporary ESL Instructor. Harvey Mudd College & Pitzer College's joint-program for engineering students from Tokyo's Kogakuin University. Claremont, CA.
- 1999 - 2002 Graduate Fellow & Clinical Instructor/Faculty Advisor. Department of Teacher Education. School of Educational Studies. Claremont Graduate University. Claremont, CA.
- 1999 - 2000 Research Assistant. Staff/Board Evaluation, LA Annenberg Metropolitan Project. Claremont, CA.
- 1996 - 1999 Grade 9-12 English Teacher, Director of International Students and Resident/Dorm Advisor. Annie Wright School, a day/boarding school. Tacoma, WA.
- 1995 - 1996 Adjunct instructor. Various institutions. Honolulu, HI.
‣ Chaminade University of Honolulu
‣ Hawai'i Pacific University

- › Punahou School, Grades 9-12
- 1994 - 1995 Visiting Scholar. Zhongshan (Sun Yatsen) University. Guangzhou, People's Republic of China.
- 1993 - 1994 Instructor. Arts & Science Division. Kapi'olani Community College. Honolulu, HI.

Residential supervisor. Hale Kipa ("Friendly House," a runaway shelter for teens). Honolulu, HI.
- 1993, Spring Adjunct instructor. Owens Technical College. Toledo, OH.
- 1989 - 1991 Instructor. English as a second language. Tacoma Community House. Tacoma, WA.

CURRENT RESEARCH PROJECTS

A case study of Native Americans in Higher Education. Co-researchers: Rachel Camacho and Dr. Claudia Bermudez.

What personal characteristics and/or experiences are most associated with youth being interculturally receptive? Co-researchers: Dr. Stacy Kula and David Kallemeyn.

Listening to their perspective: Talking to elementary school students about the value of having international teachers in their classrooms. Dr. Stacy Kula and David Kallemeyn.

Special Education inclusion from a global perspective: A comparative look at the attitudes and practices of inclusive teaching around the world.

Why do they stay when others leave? An analysis of URM teachers who are teaching five years after earning their credential.

Male teachers in elementary settings: The challenges of their job and the factors that make a (positive) difference.

Teaching for Social Justice: How alumni from a 'social justice' teacher preparation program are (and aren't) living out the mission.

Recruiting under-represented minority teachers into the profession: Best Practices.

SELECT PUBLICATIONS

ACADEMIC

Ganley, D; Kula, S; and Kallemeyn, D. (2019, December). "How U.S. students' geo-cultural knowledge and intercultural receptiveness is impacted through contact with international teachers." *Journal of Research in International Education*.

<https://journals.sagepub.com/eprint/XH9QSG3M7XAZZYEWKBKV/full>

Ganley, D; and Safo'a, S. (2018, August). "Including Samir. The challenges of creating an integrated school culture." Editors Darrin Griffiths and James Ryan. *Case Studies for Inclusive Educators and Leaders*. Word and Deed Publishers. Available at Amazon.com or at <http://www.wordanddeedpublishing.com>

Paik, S; Ganley, D; and Luschei, T. (2015, June). "Intercultural exchange among global teachers: The case of the Teaching Excellence and Achievement Study Abroad Program." *International Journal of Intercultural Relations*. Ref. No. IJIR-D-14-00035R2.

Warren, S; Nofle, J; Ganley, D; and Quintanar, A. (2011). "Preparing urban teachers to partner with families and communities." *The School Community Journal*, Vol. 21, No. 1.

DeHart, B and Ganley, D. (2008). "A case study of discord & dissent: The story of a school board's act of non-compliance to state and federal law." In T.L. Alsbury (Ed.) In *Relevancy and revelation: The future of school board governance*. Lanham, MD: Rowman & Littlefield Education.

Ganley, D; Quintanar, A; and Loop, L. (2007, Summer). "Raising the bar of teacher quality: Accountability, collaboration, and social justice." *College Quarterly*. Vol. 10, No. 3.

Ganley, D. (2003). "What matters? How participation in school-based extracurricular activities and social capital relate to high school academic success." (A Dissertation written for partial fulfillment of a Doctor of Philosophy from Claremont Graduate University.) Claremont, CA: Claremont Graduate University.

Kerchner, C; Menefee-Libey, D; Ganley, D; and Abbot, J. (2000, November.) "The impact of the Los Angeles Annenberg Metropolitan Project on public education reform: An analysis of LAAMP board and staff activities. A subcontract of the Los Angeles Compact on Evaluation." Claremont, CA: Claremont Graduate University, November 2000.

Ganley, D; Kerchner, C; and Menefee-Libey, D. (2001, July.) "Conflicting goals: Los Angeles' educational philanthropy and the "grammar" of public school systems." Claremont, CA: Claremont Graduate University, July 2001.

Matsui, B; Garrison, G; and Ganley, D. (2001, May.) "An analysis of teachers' sense of responsibility for students' academic success." Claremont Graduate University's Institute at Indian Hill's Reading by Nine (RB9) Project, Claremont, CA, May 2001.

POPULAR & CREATIVE WRITING

Ganley, D. "New program makes it possible to earn a California Credential while teaching outside of the USA," *ISS NewsLink*. <https://www.iss.edu/about-us/newslinks>. Spring 2013.

Ganley, D. "Gleaning plan puts food on needy tables," *The [Tacoma] News Tribune*, May 29, 1991.

Ganley, D. "Crime victims' advocates rally for rights," *The [Tacoma] News Tribune*, April 18, 1991.

Ganley, D. "Learning anew: Evergreen Elementary integrates disabled students into classes," *The [Tacoma] News Tribune*, April 3, 1991.

Ganley, D. "Babies, parents benefit from special care nursery," *The [Tacoma] News Tribune*, February 27, 1991.

Ganley, D. "Environmental project wins for Spanaway Lake students," *The [Tacoma] News Tribune*, February 20, 1991.

Ganley, D. "Kentucky Weed," (poem), *Cross Currents*, Spring 1991.

Ganley, D. "New development for waterfront," [Hawai'i] *Building Industry*, September 1990.

Ganley, D. "Why do you think they drink what they drink?" *Hawai'i Food Industry*, September 1990.

Ganley, D. "Slom slams legislature at annual meat fete," *Hawai'i Food Industry*, September 1990.

Ganley, D. "A princely difference," *Hawai'i Hospitality*, August 1990.

Ganley, D. "Always in royal company," *Hawai'i Hospitality*, August 1990.

Ganley, D. "The show must go on," *Hawai'i Hospitality*, August 1990.

Ganley, D. "Kapi'olani's Hospitality Program shifts into high gear," *Hawai'i Hospitality*, August 1990.

Ganley, D. "Renovations add prime space to Waianae Mall," *Building Management Hawai'i*, July 1990.

Ganley, D. "Laotian refugee family realizes impossible dream," *Arches*. (A University of Puget Sound Marketing/Alumni Publication), July 1990.

Ganley, D. "At home at the Outhaus," *Sound Off: A Newsletter for New Students*. (A University of Puget Sound Marketing Publication), January 1990.

KSSK-FM & K59-AM RADIO. Heftel Broadcasting, Honolulu, HI, Summer 1989.

SELECT SCHOLARLY PRESENTATIONS

How U.S. Students' Geo-Cultural Knowledge & Intercultural Receptiveness is Impacted Through Contact with International Teachers. President's Research Forum. Claremont Graduate University. Claremont, CA. March 2020.

Promoting Student Engagement & Student Success in Secondary Classrooms – Parts I & II. Teach to Ignite: Classrooms for GenZ and Beyond – A Fulbright Alumni Workshop sponsored by the U.S. Department of State and organized by the United States-India Educational Foundation (USIEF) and Fulbright India. New Delhi, India. September 20-23, 2019. Co-Presenter: Eddie Partida.

How are the geo-cultural knowledge and proclivities of American K-12 students impacted by international teachers spending time in their classrooms as visiting scholars? Comparative & International Education Society's (CIES's) Annual Meeting: "Education for Sustainability." San Francisco, CA. April 2019. Co-Presenters: Stacy Kula, David Kallemeyn.

Improving STEM Teacher Preparation Through Transferable STEM Skills. American Educational Research Association (AERA) Annual Meeting: "Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence." Toronto, Canada. April 2019. Co-Presenters: Eddie Partida, Jack Mills.

Spark-Challenge: A Theory-Based Intervention Model to Support Intrinsic Motivation in STEM. American Educational Research Association (AERA) Annual Meeting: "Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence." Toronto, Canada. April 2019. Co-Presenters: Eddie Partida, Andrew Hughes.

Defining Transferrable STEM Skills for Mathematics and Science Classrooms. Network of STEM Education Centers (NSEC) 2018 National Conference. Columbus, OH. June 2018. Co-Presenter: Eddie Partida.

Maximizing international visitor programs to enhance campus globalization. 2018 NAFSA (Association of International Educators) Annual Conference & Expo: Diverse Voices, Shared Commitment. Philadelphia, Pennsylvania. May 2018.

How are the geo-cultural knowledge and proclivities of American K-12 students impacted by international teachers spending time in their classrooms as visiting scholars? 16th Annual (2018) Hawaii International Conference on Education. Honolulu, HI. January 2018.

Defining STEM Teaching Practices: Progress and Challenges in Teacher Preparation. 2016 California STEM Symposium: Designing our Future. Anaheim, CA. October 2016.

Defining STEM Teaching Practices: Progress and Challenges in Teacher Preparation. American Association for the Advancement of Science. 2016 NOYCE Summit. Stimulating

Research and Innovation for Pre-Service Education of STEM Teachers in High-Needs Schools. Washington DC. July 2016.

A Pledge for Parity: Personal Narratives. 2016 International Women's Day Celebration: Lunch & Discussion at The Claremont Colleges. Claremont, CA. March 2016.

Women in leadership. Women in Leadership Conference, Claremont McKenna College. Claremont, CA. February 2016, February 2015 & March 2013.

Women in leadership. Women in education. Women's Union Conference, Pomona College. Claremont, CA. December 2015 & February 2014.

Global and intercultural opportunities for social justice and accountability. 11th Annual Summer Institute on Leadership for Educational Justice – International Experiences: Perspectives, Insights and Lessons. University of Redlands. Redlands, CA. July 7, 2015.

Intercultural Contact Hypothesis: Can a 6-week intensive experience foster intercultural perspectives? 56th Annual Meeting of the Comparative and International Education Society (CIES). San Juan, Puerto Rico. April 2012. Co-Authors: Drs. Susan Paik and Tom Luschei.

Sojourns abroad for teacher candidates: Insights gained from a Fulbright-Hays Program in Vietnam. The Lily West Conference on College and University Teaching. Pomona, CA. March 11-12, 2011.

State-mandated technology-related requirements for teacher preparation programs in California, USA, and a case study of one university's approach to meeting these requirements. The International Technology and Education Development Conference 2011. Valencia, Spain. March 7–9, 2011. (Presented virtually due to budget constraints.)

Sojourns abroad for teacher candidates: Insights gained from Project VOICE 2010. The California Council on Teacher Education (CCTE). San Diego, CA. October 13–14, 2010.

Bicultural, social, and academic experiences of diverse Asian Americans in higher education. Comparative and International Education Society (CIES) West's Annual Meeting. Long Beach, CA. October 15–16, 2010.

Benefits and prerequisites of collaborative and cooperative leadership: A case study of a teacher education program. The Hawai'i International Conference on Education. Honolulu, HI. January 7–10, 2010. First Author: DeLacy Ganley. Co-Authors: Dr. Anita Quintanar and Lisa Loop.

Examining teacher candidates' experiences and attitudes: Using baseline data in longitudinal performance studies. The Hawai'i International Conference on Education. Honolulu, HI. January 7-10, 2010. First Author: DeLacy Ganley. Co-Authors: Lisa Loop and Dr. Anita Quintanar.

Benefits and prerequisites of collaborative and cooperative leadership: A case study of a teacher education program. The Asian Conference on Education. Osaka, Japan. October 25–26, 2009. First Author: DeLacy Ganley. Co-Authors: Dr. Anita Quintanar and Lisa Loop.

Action research to implement brain-based learning education teacher preparation. The Council for Exceptional Children's 2009 Convention and Expo: The heart and soul of the special education community. Seattle, WA. April 1–4, 2009. First Author: DeLacy Ganley. Co-Authors: Drs. Jeanne Fryer and Anita Quintanar.

Qualifications to teach ELLs: Are veteran teachers prepared? The 7th Annual Hawai'i International Conference on Education. Honolulu, HI. January 4–7, 2009. First Author: DeLacy Ganley. Co-Authors: Lisa Loop and Dr. Anita Quintanar.

Ethnographic narratives: Helping new teachers embrace parents and communities and foster student achievement. The 7th Annual Hawai'i International Conference on Education. Honolulu, HI. January 4–7, 2009. First Author: DeLacy Ganley. Co-Authors: Dr. Anita Quintanar and Lisa Loop.

Global education? International studies? Where do we as teacher educators start? The CCTC Fall 2008 Conference: Internationalization of Teacher Education: Creating Global Competent Teachers and Teacher Educators for the 21st Century. San Diego, CA. October 17, 2008. First Author: DeLacy Ganley. Co-Author: Dr. Anita Quintanar.

Ethnographic narratives: Helping new teachers embrace parents and communities and foster student achievement. Presented at a session titled "Parent, Teacher, and Community Involvement: Enhancing Learning and Collaboration (chaired by Susan Paik). The American Education Research Association's 2008 Annual Meeting: Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility. New York, NY. March 24–28, 2008. First Author: DeLacy Ganley. Co-Author: Dr. Anita Quintanar.

Preparing urban teachers to partner with parents and communities. The American Education Research Association's 2008 Annual Meeting: Research on Schools, Neighborhoods, and Communities: Toward Civic Responsibility. New York, NY. March 24–28, 2008. Co-Authors: Drs. Susie Warren and Anita Quintanar

Raising the bar of teacher quality: Accountability, collaboration, and social justice. The Third Biennial Education Trust-West Conference: Closing California's Achievement and Opportunity Gaps: Our Mission Is Possible. The Time is Now. San Francisco, CA. February 24–26, 2008. First Author: DeLacy Ganley. Co-Authors: Dr. Anita Quintanar and Lisa Loop.

Home visits: Identifying key questions and strategies for Education Specialists. The 6th Annual Hawai'i International Conference on Education. Honolulu, HI. January 5–9, 2008. First Author: DeLacy Ganley. Co-Authors: Drs. Jeanne Fryer and Anita Quintanar.

Getting back in touch: What a return to the local high school classroom has taught us as teacher educators. The 6th Annual Hawai'i International Conference on Education. Honolulu, HI. January 5–9, 2008.

Getting down to brass tacks: A hands-on workshop to help K12 teachers infuse their lessons with globalization. Phi Delta Kappa's International Summit on Global Education: Preparing our students for work and citizenship in a global society. Vancouver, BC, Canada. October 18–20, 2007. First Author: DeLacy Ganley. Co-Authors: Dr. Anita Quintanar, Dr. Susie Warren, and Michelle Dymerski.

A descriptive case study of discord & dissent: The story of a school board's act of non-compliance to state and federal law. School Board Research: Main lines of inquiry, a national symposium of scholars of school board governance. DesMoines, Iowa. September 14–15, 2007. Co-Author: Dr. Barbara DeHart.

Raising the bar of teacher quality: Accountability, collaboration, and social justice. The 2007 Annual Meeting of the Association of Teacher Educators: Reinventing the Educational Landscape – Renewing Hope, Heart and Vision for Teachers, Learners, and Communities. San Diego, CA. February 2007. First Author: DeLacy Ganley. Co-Authors: Dr. Anita Quintanar and Lisa Loop.

Raising the bar of teacher quality: accountability, collaboration, and social justice. The 5th Annual Hawai'i International Conference on Education. Honolulu, HI. January 2007. First Author: DeLacy Ganley. Co-Authors: Dr. Anita Quintanar and Lisa Loop.

A case study of discord & dissent: The story of a school board's act of non-compliance to state and federal law. The 5th Annual Hawai'i International Conference on Education. Honolulu, HI. January 2007. Co-Author: Dr. Barbara DeHart.

Falling between the cracks: Education and lost opportunities. 7th Annual Minority Mentor Program's Student Research Conference: Social Justice in Challenging Times." Claremont Graduate University, Claremont, CA. March 2006.

A case study of discord & dissent: The story of a school board's act of non-compliance to state and federal law. The University Council of Educational Administration (UCEA) in Nashville, TN. November 2005. Co-Author: Dr. Barbara DeHart.

What matters? How participation in school-based extracurricular activities and social capital relate to high school academic success. The American Educational Research Association's Annual Conference. Montreal, Canada. April 2005.

Defining and assessing social capital: An Exploration. Minority Mentor Conference: Social Justice—From Reflection to Action, Claremont Graduate University. Claremont, CA. March 2001.

Storied pasts, folklore and the Anglo-American stereotype of the Hawaiian. Minority Mentor Conference: Unpacking the Rhetoric within Minority and Diversity Theory and Practice, Claremont Graduate University. Claremont, CA. January 2000.

Teaching multicultural literature: Pedagogical & theoretical issues. Bowling Green State University. Bowling Green, OH. April 1992.

EXTERNAL (GRANT) FUNDING — AWARDED

2007 – Present. Claremont Graduate University (\$20,943,756)			
<i>Grants related to...</i>	<i>PI/ Authored by DeLacy Ganley</i>	<i>Obtained in Department of Teacher Education under DeLacy Ganley's Leadership</i>	<i>Combined Total</i>
STEM Education	\$3,000,000	\$7,156,099	\$10,156,099 (48%)
Teacher Preparation	\$7,097,336	\$1,597,502	\$8,694,838 (41%)
Promoting Civil Society & International Exchange	\$2,244,799	\$0	\$2,034,799 (11%)
Advancing Social Justice in Educational Settings	\$58,020	\$0	\$58,020 (>1%)
	*\$12,400,155 (59%)	\$8,753,601 (41%)	**\$21,153,756 (100%)

* In September 2015, Claremont Graduate University's Vice Provost and Director of Research & Sponsored Programs identified Ganley as the #1 "grant-active faculty across the last 5 years" and as #3 in terms of generating indirect costs for CGU (\$488,085). It is assumed that this ranking system was only done in 2015.

** These grants have collectively brought more than \$8,473,098 of tuition revenue to Claremont Graduate University.

EXTERNAL FUNDING RELATED TO STEM EDUCATION (\$10,156,099)

The Claremont Colleges' STEM Initiative to Improve STEM Pedagogy through Transferable STEM Skills (CCSI)

Principle Investigators: Drs. DeLacy Ganley & Adam Landsberg

Proposal's Author: DeLacy Ganley

Funding Source: National Science Foundation

Amount: \$3,000,000. Tuition/FTE: \$788,000. IDC: \$239,000

Project Dates: September 2014 - August 2020

Purpose: To recruit and support academically distinguished teachers for math and science and provide them with post-credential professional development and mentorship to help them become STEM educators

Fletcher Jones for Math for America

Principle Investigators: Drs. Scott Thomas & DeLacy Ganley

Proposal's Author: Scott Thomas & DeLacy Ganley

Funding Source: Fletcher Jones Foundation

Amount: \$250,000. Tuition/FTE: \$250,000

Project Dates: 2014

Purpose: To recruit and support academically distinguished teachers for math and science

Hearst Foundation for Math for America Fellowships

Principle Investigators: Drs. Scott Thomas & DeLacy Ganley

Proposal's Authors: Scott Thomas & DeLacy Ganley

Funding Source: Hearst Foundation

Amount: \$150,000. Tuition/FTE: \$150,000.

Project Dates: 2014

Purpose: To recruit and support academically distinguished teachers for math and science

NOYCE II

Principle Investigators: Drs. DeLacy Ganley & David Drew

Proposal's Authors: DeLacy Ganley, Lisa Loop & Anita Quintanar

Funding Source: National Science Foundation

Amount: \$800,000. Tuition/FTE: \$552,000. IDC: \$46,570

Project Dates: 2012 - 2015

Purpose: To recruit and support academically distinguished teachers for math and science

Teachers Employing Applied Mathematics to Engage Students (TEAMES)

Principle Investigators: Drs. John Angus & Margaret Grogan

Project Leaders: DeLacy Ganley, Lisa Loop & Chris Brownell

Proposal's Authors: DeLacy Ganley & Lisa Loop

Funding Source: Department of Education, Teachers for a Competitive Tomorrow

Amount: \$1,101,227. Tuition/FTE: \$547,000. IDC: \$74,165

Project Dates: October 2010 - September 2015

Purpose: To provide tuition fellowships and mentorship to K-12 teachers working in San Bernardino County to aid the goal of earning their MA in Mathematics at Claremont Graduate University.

Claremont Colleges Institute for Math and Science Education

Proposal's Authors: Lisa Loop, DeLacy Ganley & Anita Quintanar

Funding Source: BLAIS Challenge Foundation

Amount: \$30,000

Project Dates: 2010

Purpose: To establish connections among the math and science faculty at the Claremont Colleges

Mathematics Teachers Satisfaction and Retention Exploration Study

Proposal's Authors: Lisa Loop, DeLacy Ganley & Anita Quintanar

Funding Source: National Science Foundation

Amount: \$92,130

Project Dates: 2010

Purpose: To evaluate the job satisfaction and retention of math teachers working in Southern California

Consortium for Area Revitalization through Education (CARE/Long Beach)

Project Leaders: Dr. Margaret Grogan, Lisa Loop & Reverend Leon Woods

Proposal's Authors: Lisa Loop, DeLacy Ganley & Anita Quintanar

Funding Source: BLAIS Maguire Foundation

Amount: \$37,000

Project Dates: 2009

Purpose: To enhance the mathematical prowess of a cohort of African American male middle school students from Long Beach, California.

Math for America, Los Angeles. Empowering Master Teachers to be Instructional and Institutional Change Agents (Math for American LA)

Principle Investigators: Drs. Karen Gallagher (of the University of Southern California), Darryl Yong (of Harvey Mudd College) & Margaret Grogan (of Claremont Graduate University)

Proposal's Authors: Lisa Loop, DeLacy Ganley & Anita Quintanar

Funding Source: Private Funders

Amount: \$3,300,000 (of which \$935,090 went to CGU). Tuition/FTE: \$935,090.

Project Dates: August 2008 - June 2014

Purpose: To recruit and support academically distinguished teachers for math and science

Making Algebra Accessible Project (MAAP)

Principle Investigator: Dr. Stacey Brown

Proposal's Authors: Lisa Loop, DeLacy Ganley & Anita Quintanar

Funding Source: California Postsecondary Education Commission

Amount: \$935,090

Project Dates: 2008 - 2012

Purpose: To research the algebraic/mathematical sensemaking of elementary school children

NOYCE I

Principle Investigator: Dr. David Drew

Proposal's Authors: Lisa Loop, DeLacy Ganley & Anita Quintanar

Funding Source: National Science Foundation

Amount: \$460,652. Tuition/FTE: \$387,000.

Project Dates: October 2005 - June 2014

Purpose: To recruit and support academically distinguished teachers for math and science

EXTERNAL FUNDING RELATED TO TEACHER PREPARATION (\$8,694,838)

Claremont Teaching Fellows Program

Principle Investigator: Drs. DeLacy Ganley & Rebecca Hatkoff

Proposal's Architects: Eddie Partida, DeLacy Ganley & Rebecca Hatkoff

Funding Source: U.S. Department of Education (A TPQ Grant)

Amount: \$3,300,000

Project Dates: September 2019 - September 2024 (5 years)

Purpose: To support a partnership between Claremont Graduate University and Alliance Charter School Network. Provides substantial living stipends to four cohorts of 20 students as they complete CGU's MA/Preliminary Teacher Credential Program. Fellows work under the tutelage of a Master Teacher at one of Alliance's Los Angeles-based schools.

Seeding Jump Beyond

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: DeLacy Ganley

Funding Source: BLAIS Challenge Foundation

Amount: \$25,000

Project Dates: September 2017 - August 2019

Purpose: To design, get approved, and implement a program that allows undergraduates from the Claremont Colleges who participate in Jumpstart Claremont to earn a CDSS Permit from the California Commission on Teaching Credentialing (which allows the bearer to run a preschool or early childhood learning center). Jumpstart Claremont is the local arm of Jumpstart, a national non-profit that provides high-quality pre-school education to children living in poverty.

Claremont Native American Initiative (CNAI)

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: DeLacy Ganley

Funding Source: US Department of Education, Office of Indian Education

Amount: \$1,066,311 (asked for \$1.29 million). Tuition/FTE: \$665,881.

Project Dates: September 2017 - August 2021

Purpose: To provide tuition fellowships, living stipends, and mentorship support to Native Americans to become credentialed teachers working in K-12 schools serving Native American youth.

The Academy 2016

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: DeLacy Ganley

Funding Source: BLAIS Challenge Foundation

Amount: \$25,000

Project Dates: February 2016 - July 2016

Purpose: To train the instructional personnel involved in The 2016 Academy at SAE, a summer lab school that provides area youth (Grades 2-12) with a rigorous academic program at no cost to them or their families

Teacher Education's Competitive Certification/Internship Award

Principle Investigators: Dr. DeLacy Ganley

Proposal's Author: DeLacy Ganley

Funding Source: California Commission on Teacher Credentialing (CTC)

Collective Amount: \$2,607,247

- 2014/2015. \$255,955
- 2013/2014. \$255,955
- 2012/2013. \$255,955

- 2011/2012. \$255,955
- 2010/2011. \$255,955
- 2009/2010. \$255,972
- 2008/2009. \$434,000
- 2007/2008. \$325,000
- 2006/2007. \$312,500

Project Dates: Awarded annually from 2006/2007-2014/2015

Purpose: To support the preparation of high-quality teacher candidates working on internship credentials

State Fiscal Stabilization Fund

Funding Source: California Department of Education

Amount: \$23,778

Project Dates: October 2010 - September 2011

Purpose: To help develop a high-quality teacher education programs to prepare California teachers

Seeding Induction

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: DeLacy Ganley

Funding Source: BLAIS Challenge Foundation

Amount: \$20,000

Project Dates: 2011

Purpose: To design, get approved, and implement an Induction Program that would allow teachers to earn a California clear credential at Claremont Graduate University

Multiple Pathways

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: DeLacy Ganley

Funding Source: SDSU Research Foundation

Amount: \$30,000

Project Dates: 2011

Purpose: To explore how Claremont Graduate University's teacher credential programs can have a "linked learning" lens

Pulse II

Principle Investigator: Dr. Sue Robb

Proposal's Authors: Lisa Loop, DeLacy Ganley & Anita Quintanar

Funding Source: Department of Education

Amount: \$798,217. Tuition/FTE: \$598,663

Project Dates: September 2008 - August 2012

Purpose: To recruit and support people working on their California Education Specialist credential

Pulse Pipeline Project (PULSE I)

Principle Investigator: Dr. Sue Robb

Proposal's Authors: Lisa Loop, DeLacy Ganley & Anita Quintanar
Funding Source: Department of Education
Amount: \$799,285. Tuition/FTE: \$599,464
Project Dates: October 2004 - September 2008
Purpose: To recruit and support people working on their California Education Specialist credential

EXTERNAL FUNDING RELATED TO PROMOTING CIVIL SOCIETY & INTERNATIONAL EXCHANGE (\$2,244,799)

*Fulbright Teaching Excellence & Achievement (Fulbright TEA) Program

Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: DeLacy Ganley
Funding Source: IREX & the US Department of State
Collective Amount: \$2,145,844.

- Fall 2021: \$210,000
- Fall 2020: \$210,000
- *Fall 2019: \$210,215 → This was the first year the TEA program was brought under the Fulbright umbrella. Prior to this, the program was just *Teaching, Excellence & Achievement*.
 - Fall 2018: \$207,823
 - Fall 2017: \$190,000
 - Fall 2016. \$199,807
 - Fall 2015. \$183,000
 - Fall 2014. \$183,000
 - Fall 2013. \$184,000
 - Fall 2012. \$184,000
 - Fall 2011. \$183,999

Project Dates: Awarded annually from 2011-present. (Programs typically run in the Fall, September-November)

Purpose: To design and implement a six-week residential professional development program for a cohort of 18-22 middle- and high-school teachers from around the world in order to promote teaching excellence and global goodwill. Fellows from over 66 countries have participated.

Global Educators Collaborative of Claremont (GECC)

Principle Investigators: Drs. DeLacy Ganley & Tammi Snyder
Proposal's Author: DeLacy Ganley
Funding Source: Kometsky Scholar's Fund
Amount: \$1,200

Project Dates: 2011 - 2012

Purpose: To build collegial relations and professional capital among the students, staff, faculty and friends of the Claremont Colleges who care about "things international" through monthly lunches

Teaching & Learning from a Cultural Context (TLCC)

Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: DeLacy Ganley
Funding Source: BLAIS Maguire Foundation
Amount: \$9,000
Project Dates: 2011
Purpose: To provide a stipend to faculty to design and teach a new course

Video of VOICE

Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: DeLacy Ganley
Funding Source: Fletcher Jones Faculty Research Fund
Amount: \$6,000
Project Dates: 2010
Purpose: To produce a short publicity video that captured the work done for Project VOICE, a Fulbright Hays Group Travel Abroad Program

Project VOICE: Vietnam, an Opportunity for Inter-Cultural Education

Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: DeLacy Ganley
Funding Source: Fulbright Hays Group Travel Abroad Program
Amount: \$82,755
Project Dates: 2010
Purpose: To enhance the intercultural capacities of teacher candidates. The capstone activity of the project: Taking a group of 12 teacher candidates and 2 Master Teachers to Vietnam

EXTERNAL FUNDING RELATED TO ADVANCING SOCIAL JUSTICE IN EDUCATIONAL SETTINGS (\$58,020)

DREAMs Educator Certificate Program

Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: DeLacy Ganley
Funding Source: BLAIS Challenge Foundation
Amount: \$24,360
Project Dates: July 2015 - December 2016
Purpose: To support the work of a multi-university coalition of students, faculty and community friends who are allies of undocumented youth. Group's culminating project: the design of a non-degree certificate program at Claremont Graduate University that provides K-12 educators with the skillsets, context and knowledge needed to be effective mentors and allies of undocumented youth

Teaching for Social Change (T4SC)

Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: DeLacy Ganley

Funding Source: BLAIS Challenge Foundation, Pitzer College's Community Engagement Center and Pomona College's Draper Center
Amount: \$9,000
Project Dates: July 2015 - December 2016
Purpose: To cultivate the interests and expertise of undergraduates from the Claremont Colleges who are passionate about fostering social justice through education

Mentorship for Mentors (M4M)

Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: DeLacy Ganley
Funding Source: BLAIS Challenge Foundation
Amount: \$24,660
Project Dates: July 2015 - December 2016
Purpose: To provide mentorship and professional development to the undergraduate students of the Claremont Colleges who volunteer as youth mentors and tutors to area K-12 youth

EXTERNAL (GRANT) FUNDING — PENDING AWARDS

~

EXTERNAL (GRANT) FUNDING — NOT AWARDS

Problematizing the Native American Graduate Student School Experience

Principle Investigators: Drs. DeLacy Ganley and Claudia Bermudez
Proposal's Authors: Rachel Camacho, DeLacy Ganley & Claudia Bermudez
Funding Source: Spencer Educational Foundation
Amount: \$49,927
Proposed Project Dates: September 2020 – September 2022
Purpose: Research grant to address four central questions: 1) What are the perceptions of Native American graduate students about their graduate school academic experience? 2) What are the perceptions of Native American graduate students about their graduate school student engagement experiences? 3) For Native American graduate students, what were the most challenging aspects of the Master's degree and teaching credential program? 4) What influenced Native American graduate students' retention and persistence to graduate school completion?

ACADEMIC PROGRAM CREATION & DEVELOPMENT

NON-TEACHER CREDENTIALING ACADEMIC PROGRAMS DEVELOPED. CLAREMONT COLLEGES

(revamped) PhD Concentration in Urban Leadership. Claremont Graduate University.

- 2020 (February). Lobbied CGU to invest in program by supporting marketing/visibility & recruitment/enrollment plan.
- Fall 2019. Matriculated robust cohort of new students. 25 students! Program is off and running again!

- 2019 Summer. Hired new, permanent director and faculty member (Dr. Frances Gipson).
- 2018 Fall & Spring 2019. Worked with Dr. Matsui to revamp curriculum, develop and implement a recruitment plan, and launch a search for a permanent director.
- Summer 2018. Enlisted former Director of Program and Emeritus Faculty (Dr. Bruce Matsui) to determine if there still was a market for our program and to study curriculum/structure of other programs.
- 2018 Spring. As interim dean realized the Urban Leadership program in its current form was not sustainable and that the program needed to be revitalized or closed. Enrollments had slumped to 2-4/cohort. Director's contract not renewed.

MA Concentration in Educational Evaluation & Data Analysis. Claremont Graduate University.

- 2020 (February). Lobbied CGU to invest in program by supporting marketing/visibility & recruitment/enrollment plan.
- 2019 (September). Matriculated cohort of new students. Program is off and running!
- 2019 (January). Hired program's inaugural director and faculty member (Dr. Gwen Garrison).
- 2018 (June). Approved by Provost as a new concentration in the School of Educational Studies.
- 2018 (January – May). Authored and submitted "new concentration/program" for review.

(revamped) MA Concentration in Student Affairs & Educational Justice. Claremont Graduate University.

- 2020 (February). Lobbied CGU to invest in program by supporting marketing/visibility & recruitment/enrollment plan.
- 2019 (September). Matriculated cohort of new students. Program is off and running!
- 2019 (January). Hired program's inaugural director (Dr. Anna Gonzalez)
- 2018 (June). Approved by Provost as a new/renewed concentration in the School of Educational Studies.
- 2018 (January – May). Authored and submitted for review.

MA in Community Engaged Education & Social Change Claremont Graduate University.

- 2020 (February). Lobbied CGU to invest in program by supporting marketing/visibility & recruitment/enrollment plan.
- 2019 (September). Matriculated cohort of new students. Program is off and running!
- 2019 (Spring). Developed curriculum, created marketing materials & hired program's inaugural coordinator (Dr. Torrie Weiston-Serdan)

Allies of Dreamers (non-degree) Certificate Program. Claremont Graduate University.

- 2017 (Fall). 11 students matriculated into the inaugural cohort and inaugural classes offered.
- 2017 (May). Approved by Provost as a new non-degree program at CGU.
- 2016. Authored and submitted for review.

Native American Studies Major. The Claremont Colleges.

- 2016. Exploration and planning as part of the NA/Indigenous Professional Development Network.

CALIFORNIA TEACHING CREDENTIAL PROGRAMS. CLAREMONT GRADUATE UNIVERSITY
In the state of California, standards for teacher preparation programs are frequently revised. Each new program requires development and subsequent approval from the California Commission on Teacher Credentialing (CTC) and Claremont Graduate University (CGU). Frequent realignment is needed to keep programs compliant with mandated changes and standards.

Official Program Relations with LEAs

- Official Memorandums of Understanding (MOUs) between Department and School Districts, Charter School Organizations, and Charter Schools
 - Revised and renegotiated official MOUs with over 80 partner organizations to meet revised 2015 standards/mandates per the California Commission on Teacher Credentialing.

Multiple-Subject Credentials

- California Preliminary Credential Program, Internship & Residency
 - 2015/2016. Realigned curriculum to meet revised 2015 program standards and preconditions
 - 2014. Orchestrated successful accreditation site visit
 - 2002/2003. Aligned program to SB2042.
- Induction Program leading to a California Clear Credential
 - 2015/2016. Realigned to meet revised 2015 program standards and preconditions
 - 2014. Orchestrated successful accreditation site visit
 - 2012. First class admitted
 - 2012. Granted CTC and CGU approval
 - 2011. Authored and submitted for review

Single-Subject Credentials: English, Social Studies, Science, Mathematics & World Languages (Spanish, French, Chinese)

- California Preliminary Credential Program, Internship & Residency
 - 2015/2016. Realigned to meet revised 2015 program standards and preconditions
 - 2014. Orchestrated successful accreditation site visit
 - 2002/2003. Aligned program to SB2042.
- Induction Program leading to a California Clear Credential
 - 2015/2016. Realigned to meet revised 2015 program standards and preconditions
 - 2014. Orchestrated successful accreditation site visit
 - 2012. First class admitted
 - 2012. Granted CTC and CGU approval
 - 2011. Authored and submitted for review

Education Specialist Credentials: Mild//Moderate

- California Preliminary Credential Program, Internship & Residency
 - 2015/2016. Realigned to meet revised 2015 program standards and preconditions
 - 2014. Orchestrated successful accreditation site visit
 - 2011. First class admitted
 - 2011. Granted CTC and CGU approval
 - 2010. Authored and submitted for review
- Induction Program leading to a California Clear Credential
 - 2015/2016. Realigned to meet revised 2015 program standards and preconditions
 - 2014. Orchestrated successful accreditation site visit
 - 2012. First class admitted
 - 2012. Granted CTC and CGU approval
 - 2011. Authored and submitted for review
- Level I and II
 - 2011. Replaced by Preliminary Program
 - 2004. First class admitted
 - 2004. Granted CTC and CGU approval
 - 2003. Authored and submitted for review

Education Specialist Credentials: Moderate/Severe

- California Preliminary Credential Program, Internship & Residency
 - 2015/2016. Realigned to meet revised 2015 program standards and preconditions
 - 2014. Orchestrated successful accreditation site visit
 - 2011. First class admitted
 - 2011. Granted CTC and CGU approval
 - 2010. Authored and submitted for review
- Induction Program leading to a California Clear Credential
 - 2015/2016. Realigned to meet revised 2015 program standards and preconditions.
 - 2014. Orchestrated successful accreditation site visit
 - 2012. First class admitted
 - 2012. Granted CTC and CGU approval
 - 2011. Authored and submitted for review
- Level I and II
 - 2011. Replaced by Preliminary Program
 - 2006. First class admitted
 - 2006. Granted CTC and CGU approval
 - 2005. Authored and submitted for review

Education Specialist Credentials: California Added Authorization for Autism

- 2011. Replaced by California Preliminary Credential Program
- 2006. First class admitted
- 2006. Granted CTC and CGU approval

- 2005. Authored and submitted for review

Early Childhood: California Child Development Site Supervisor Permit/Credential

- 2017. Sought external funding for program development. (pending)
- 2016. Explored of feasibility of program

PROFESSIONAL COLLABORATIONS, COMMUNITY PARTNERSHIPS & COMMUNITY OUTREACH

Partnership. Claremont Graduate University's School of Educational Studies & The Fundraising Academy. Affiliated Partnership (circa Spring 2021) aims to provide seminars and courses to help nonprofits be effective at fundraising.

Participant (and original organizer). *Planning for Now & The Future – A Quarterly Assembly of California University Presidents*. Grouped formed in weeks following COVID. First meeting focused on diversity, empowerment, and Black Lives Matter.

Co-Organizer/Host. *Reimagining Community & Solidarity – Critiquing the George Floyd Tragedy and Identifying Actions for the Future We Want*. Virtual symposium. 500+ registered participants. Panelists: Luke J. Wood, Linda Perkins, Betina Love, Kaleb Rashad, and Jamira Burley. Co-organizer/host & Facilitator: Torie Weiston-Serdan. Claremont Graduate University. Claremont, CA. June 2020.

Partnership. Saudi Arabia Ministry of Culture (SACM)'s Division of Academic Accreditation & CGU's School of Educational Studies. In Fall 2019 approached SACM to explore the possibility of the SES's programs having preferred status.

Lead Organizer. *Enrollment Management Academy – A Professional Development Conference for California Community College Leaders*. This five-day summer conference helps participants understand funding models and enrollment trends and results in institutional teams leaving with an enrollment management plan in hand. Conference reflects School of Educational Studies' commitment to community colleges (and the important role they provide in educational equity) and serves as a revenue source for the School.

- Summer 2020 (virtual due to COVID). 51. Faculty leads: Pam Deegan, Carlos Lopez, Christina Ryan Rodriguez
- Summer 2019. 91 participants. Faculty leads: Pam Deegan, Donna Boatright, Carlos Lopez.
- Summer 2018. 75 participants. Faculty leads: Pam Deegan, Donna Boatright, Carlos Lopez.

Founding/Lead Organizer. *Jack Scott Fundraising Institute – A Professional Development Conference for California Community Presidents and Advancement Personnel*. This 3-day summer conference is designed to help participants understand the nuances of effective fundraising and results in institutional teams leaving with an advancement plan in hand. Conference reflects School of Educational Studies' commitment to community colleges (and the important role they provide in educational equity) and serves as a revenue source for the School.

- ~~Summer 2020.~~ (Postponed due to COVID)
- Summer 2019. 45 participants. Faculty leads: Jack Scott, Pend Armisted, Bobbi Abrams, Len Jessup.

Founding co-director. *The Academy*. This five-week academically rigorous, donation-based summer program for youth from the greater Pomona area is a joint-project of Claremont Graduate University's Department of Teacher Education and a local charter school (The School of Arts and Enterprise).

- Summer 2018. 250 students. Grades 5 -12
- Summer 2017. 310 students. Grades 3 - 12
- Summer 2016. 280 students. Grades 3 - 12
- Summer 2015. 344 students. Grades 2 - 12

Organizer. STEM Workshops for Teachers. Spring 2018. Co-organizer: Eddie Partida, MA.

- "Let's Investigate." In this two-part workshop teachers will get practical ideas and activities to get their students asking and answering their own scientific questions. Teachers will learn how they can use inexpensive materials and adapt current curriculum to get students thinking like scientists. Facilitator: Eddie Partida. January 27 & February 10. 9:00am–3:00pm.
- "Computational Thinking." In this two-part workshop, teachers will learn several on and off-screen activities to teach students how to think computationally. Teachers will learn through hands on activities, exercises and games to introduce their students to computer science. Facilitator: Kevin Tambara. February 17 & March 3. 9:00am–3:00pm.
- "Engineering Design." Engineering design combines creativity and analysis to solve problems. In this two-part workshop, teachers will learn several activities and lessons they can use to engage their students in the engineering design process. Facilitator: Darius Hines. March 17 & 31. 9:00am–3:00pm.
- "Rich Mathematics." First teachers will be exposed to engaging tasks that they can bring to their classrooms and secondly, they will gain a deeper understanding of the actual topic at hand. Teachers will get support to help them understand the rich mathematical concepts being presented. Facilitator: Guillermo Lopez. April 14 & 28. 9:00am–3:00pm.

Founding co-organizer. *Family STEM Day*. Day-long event brings children (Grades 3-5) to Claremont Graduate University to participate in a series of challenges that are designed to raise intrinsic motivation in Science, Technology, Engineering and Mathematics (STEM). The activities are developed by STEM undergraduate students from the Claremont Colleges under the guidance of faculty mentors from the Claremont Colleges. Each challenge is designed to spark curiosity while developing transferrable skills important in STEM. April 29, 2017. Co-organizer: Eddie Partida, MA.

Founding leader/organizer. *Movies that Matter*. Involves selecting and showing a documentary related to important social issues and facilitating a post-viewing discussion. Audiences range in size (from 210-30) and are comprised of current students, staff, faculty, alumni and friends of the Claremont Colleges and local community members. Claremont Graduate University. Claremont, CA. March 2017-present. Movies shown thus far: [He](#)

[Named Me Malala](#), [Paper Tigers](#), [Salam Neighbor](#), [Girl Rising](#), [Resilience](#), and [The Pushouts](#).

Founding co-organizer. *Anti-Bias Training*, a day-long workshop for students, alumni and friends of Claremont Graduate University's Department of Teacher Education. Workshop is part of the Tools for Tolerance Educator Program, a partnership between Los Angeles' Museum of Tolerance and the Southern Poverty Law Center. Educators and Administrators gain skills and knowledge needed to build safe, respectful learning environments for all students. Interdisciplinary, standards-based curricular materials are introduced to help integrate anti-bias education into existing curriculum. The workshop provides effective strategies to address bias, name-calling and bullying, face-to-face and online. Participants walk away with tools, tips, and a full (free) resources kit. Event held at the Museum of Tolerance, Los Angeles, CA. Co-organizer: Danielle Centeno, MA.

- May 2018
- April 2017
- June 2016

Invited member. *NA/Indigenous Professional Development Network of the Claremont Colleges*. Claremont, CA. Fall 2016-present.

Invited member. *Inter-Tribal Educational Coalition (ITEC)*. Inland Empire, CA. Fall 2016 - present.

Member, Planning Team. *ITEC's Native American College Exploration Fair Outreach Opportunity Spring 2017*. Inland Empire, CA. Fall 2016-Spring 2017.

Founding coordinator & Adult lead. *Claremont Girls In Partnership with Malala*. Mentored a group of eight twelve-year-old girls interested in supporting the efforts of Malala Yousafzai, a Pakistani girl who became an advocate for girls' education after being shot by the Taliban. The *Claremont Girls* organized a used-clothes drive, solicited donations from local shops and corporations (\$2,200!), and hosted a movie screening and discussion of *He Named Me Malala* attended by over 210 people from the Colleges and the community. 2016.

Founding leader/organizer. *DREAMERs Coalition*. Group comprised of community leaders and faculty and students from various universities (including Claremont Graduate University, Pomona College, the University of California Irvine and California State University Los Angeles) committed to supporting allies and mentors of undocumented youth. Group founded in 2015.

Founding director. *Global Educators Collaborative of Claremont (GECC)*. Group fosters collaborative relationships among the students, staff and faculty of the Claremont Colleges who care about "things international." Fall 2011 - present.

Founding director and co-organizer. *Teaching for Social Change* is a workshop series co-sponsored by Claremont Graduate University, Pitzer College's Community Engagement Center, and Pomona College's Draper Center for undergraduates of the Claremont Colleges

who are interested in exploring teaching as a future profession. Fall 2014 - Spring 2016. Co-organizer: Rachel Camacho, MA.

Co-Host. *Professional Delegation of Australian Catholic School Administrators: Lessons to be learned from Southern California schools*. April 2015. (Lead host: Dr. Margaret Grogan)

Author & Broker. *Memorandum of Understanding with University of Koblenz-Landau (Germany) and Claremont Graduate University* for possible student and faculty exchanges. MOU finalized: 2010. Current status: valid.

Founding director. *Core Academic Subjects in Elementary Settings (CASES)*. Provided a free, five-week summer intervention program for youth Grades 1-4. Summer 2012.

Co-Author & Co-Broker. *Memorandum of Understanding with University of Oslo (Norway) and Claremont Graduate University* for possible student and faculty exchanges. MOU finalized: 2011. Current status: valid. (Co-Author and Co-Broker: Dr. Margaret Grogan)

Co-Author & Co-Broker. *Memorandum of Understanding between University of Venda (South Africa) and Claremont Graduate University* for possible student and faculty exchanges. 2011. Current status: invalid. (Co-Author and Co-Broker: Dr. Margaret Grogan)

Author & Broker. *Memorandum of Understanding with Vietnam National University, Ho Chi Minh City and Claremont Graduate University* for possible student and faculty exchanges. MOU Signed: 2010. Current status: valid.

Guest Lecture. *USA International Relief Effort*. Workshop for English teachers from Jordan, Azerbaijan, and Tajikistan. Claremont, CA. January 2007.

Executive Committee and Conference Host. *Association of Independent California Colleges and University's Accountability in Teacher Education Conference 2006*. Claremont, CA. February 2006.

Host. *Professional delegation of Danish adult school principals: Lessons to be learned from Southern California schools*. November 2004.

Co-host. *Claremont Graduate University's School of Educational Studies' Inaugural Summit on Social Justice & Accountability*. Claremont, CA, February 2004. (Lead host: Dr. Mary Poplin)

Founding Member & Co-President. *Asian Communities United*. Bowling Green State University. January 1992.

Co-Chair. *Technology & Education: An On-Site- & Tele-Conference Exchange*. Kapi'olani Community College. Honolulu, HI. Spring 1994.

K-12 SCHOOL PARTNERSHIPS

Elected Member. *School Site Council, Claremont High School*. Claremont Unified School District. August 2020–present.

Founding co-director. *The Academy*. This five-week academically rigorous, donation-based summer program for youth from the greater Pomona area is a joint-project of Claremont Graduate University’s Department of Teacher Education and a local charter school (The School of Arts and Enterprise).

- › Summer 2018. 250 students. Grades 5 - 12
- › Summer 2017. 310 students. Grades 3 - 12
- › Summer 2016. 280 students. Grades 3 - 12
- › Summer 2015. 344 students. Grades 2 - 12

Facilitator & Consultant. *Professional Development, School of Arts and Enterprise*. Pomona, CA. 2016/2017.

Author & Lead-Broker. Memorandum of Understandings between approximately 105 local school districts and Claremont Graduate University. Golden Partners: Claremont USD, Pomona USD, Upland USD, Hacienda La Puente USD, Chaffey JHSD, Montebello USD & Corona Norco USD.

Guest Master Teacher. *Weekly lesson modeling: Reading, Grade 2*. Valencia Elementary School. Upland Unified School District. 2013-2014.

Elected Member. *School Site Council, Valencia Elementary School*. Upland Unified School District. August 2014–June 2015.

Participant. *Mock Western Association of Schools and Colleges (WASC) Review Team*. Claremont High School. February 2010.

RECENT UNIVERSITY SERVICE/COMMITTEE WORK

Member. Strategic Planning Committee. Claremont Graduate University. January 2018 – present.

Member. Dean’s Discussion Group. Claremont Graduate University. January 2018 – present.

Member. Three-member faculty review team asked by FEC to spearhead faculty evaluation of Senior Administrator (VP of Advancement Ernie Iseminger). Claremont Graduate University. 2017 - 2018.

Member. Faculty Approving & Nominating Committee. School of Educational Studies. Claremont Graduate University. Fall 2017.

Chair. Faculty Grievance Committee. Claremont Graduate University. Fall 2017.

Member. Team of CGU's most grant-active faculty asked by Associate Provost of Research to Evaluate CGU's Policies around IDC distribution. Claremont Graduate University. Fall 2017.

RECENT TRAINING & PROFESSIONAL DEVELOPMENT

Queer & Trans Allyship Workshop. Preventing Harassment & Discrimination – PhD Supervisors w/ Title IX. Everfi. Completed June 19, 2020.

Injury & Illness Prevention. Everfi. Completed June 19, 2020.

Data Security & Privacy 2.0 Built in Forge 2019. Everfi. Completed June 19, 2020.

IRB Training. “Social & Behavioral Research – Basic/Refresher Course.” Collaborative Institution Training Initiative (CITI). Report ID # 2973883. Passed April 2, 2019. Expires April 1, 2022.

Active Assailant Training for Faculty. March 4, 2019.

LawRoom/Everfi's “Checkpoint: Data Security & Privacy” (online course). Passed: December 18, 2018.

LawRoom/Everfi's “Injury & Illness Prevention” (online course). Passed: December 18, 2018.

LawRoom/Everfi's “Harassment & Discrimination Prevention” (online course). Passed: December 18, 2018.

WASC's Diverse Campus Workshop. February 2018.

Classroom Qualities for English Language Learners (CQELL) Observation Protocol. January 2017.

LawRoom Training. Course 104: Illness & Injury Prevention (online course). Passed July 18, 2016.

LawRoom Training. Course 300: Intersections: Supervisor Anti-Harassment & Title IX (online course). Passed July 18, 2016.

LawRoom Training. Course 405: Data Security & Privacy (online course). Passed July 18, 2016.

IRB Training. “Social & Behavioral Research – Basic/Refresher Course.” Collaborative Institution Training Initiative (CITI). Report ID # 18974746. Passed March 13, 2016.

COURSES TAUGHT

DOCTORAL COURSES TAUGHT. CLAREMONT GRADUATE UNIVERSITY

EDUC 661. Exploring “Alternative” Teaching/Learning Environments. If they aren’t in comprehensive public schools, where are they?
EDUC 528. Demystifying core competencies for teachers: A course for teacher educators.
EDUC 591. Best Practices: An opportunity for guided independent study.
EDUC 580. ProSeminar for Doctoral Study.

TEACHER CREDENTIALING COURSES (MA) TAUGHT. CLAREMONT GRADUATE UNIVERSITY

EDUC 325. Key ideas for novice teachers.
EDUC TEA. Taking TEA Home.
EDUC 316 & 317. PLC Study: Lemov’s techniques for champion teachers, Parts I and II.
EDUC 331. Innovative technology for the secondary classroom.
EDUC 326. Methods & Literacy: Core skills for Language Arts teachers in California.
EDUC 307. Teaching/Learning Process IV.

UNDERGRADUATE COURSES TAUGHT AT VARIOUS COLLEGES & UNIVERSITIES

Expository Writing.
Expository Writing for English Language Learners.
Research Writing.
Nature Writing.
Shakespeare.
World History from a Literary Perspective.
Business English for management students in the PRC.
Conversational English for management students in the PRC.
English for Japanese engineers.

HIGH SCHOOL COURSES TAUGHT AT VARIOUS SCHOOLS

Grade 9-12 English
Grade 9-12. ESL
Grade 9-12. American Acculturation
Grade 10. Poetry & Drama
Grade 12. Expository Writing
Grade 11. American Studies

ADULT EDUCATION COURSES TAUGHT

Practical English for Spanish-speaking adults

DOCTORAL DISSERTATION ADVISING

Current Partnerships: 14
Chairing: 4
Committee Membership: 10

Past Partnerships: 34
Chaired: 9
Committee Membership: 25

CURRENT PARTNERSHIPS (*Chaired)

Untitled.

Maria Sotelo. Claremont Graduate University. Expected Spring 2022.

Untitled.

Dustin Tamashiro. Claremont Graduate University. Expected Spring 2022.

Untitled.

Christine Schwab. Claremont Graduate University. Expected Spring 2021.

Untitled.

Joanna Schaeffer. Claremont Graduate University. Expected Fall 2021.

Untitled.

Sig Shore. Claremont Graduate University. Expected Spring 2021.

**Leadership Theory & The College President: A study of the link between small private college presidents' professional skill set and their institution's health*

Joel Peterson. Claremont Graduate University. Expected Summer 2021.

Teacher Perceptions of Relationship Building with Students: A Case Study of K-5 Schools in One Southern California School District.

Anais Janoyan. Claremont Graduate University. Expected Spring 2021.

**Policy Implementation: Sensemaking-California Learning Assessment System Case Study*

Debbie Baroi. Claremont Graduate University. Expected Spring 2021.

Resource Allocation and Gender Equity in Collegiate Esports

Stephanie K. Takemoto. Claremont Graduate University. Expected Spring 2021.

**Examining the Impact of Teacher Learning Experiences on Understanding and Implementation of the Science and Engineering Practices of the Next Generation Science Standards.*

Kimberly Padgitt. Claremont Graduate University. Expected Spring 2021.

**Designing a Successful Community College Reading Lab: A Qualitative Inquiry.*

Steven Pell, ABD. Claremont Graduate University. Expected Spring 2021.

Toward Generating a Master Schedule That Increases a School's Social Capital.

Rachel Pittman. Claremont Graduate University. Expected September 2020.

Speech Language Pathologists' Literacy Intervention with Adolescents in California Public Schools.

Ellen Lamberth. Claremont Graduate University. Expected September 2020.

Authoring Self and Redefining Luck: Pathways into Arts Education and Professions for Students of Color

Shirlie Mae Choe. Claremont Graduate University. Expected September 2020.

PAST PARTNERSHIPS (*CHAired)

**Instructional Coach Leadership: Perceptions of Purpose, Practices, Supports in Coaching for Educational Equity.*

Michelle Wise. Claremont Graduate University. January 2021.

The power of the Black Girl gaze to understand adolescent girls' identity: A visual inquiry.

Darielle Blevins. Claremont Graduate University. April 2020.

**Struggling Readers and Dyslexic Readers: A Comparative Study of Student Intervention Files.*

Katherine Spengler. Claremont Graduate University. March 2020.

Secondary EFL Teachers and Teaching: Cultural Products, Practices, and Perspectives.

Tammy L. Johnson. Claremont Graduate University. February 2020.

EFL Teachers' Use of CALL to Facilitate Student Mastery of English.

Samar Mari. Claremont Graduate University. June 2019.

The Professionalization and Socialization of Adjunct Instructors in Southern California Community College

Nancy Ramirez. Claremont Graduate University. May 2019.

**Toward a social justice orientation: Exploring the development of teacher-candidate cultural competence.*

Cassandra Drake. Claremont Graduate University. March 2019.

Social Capital Providers and Expectations Among History-Social Science Professionals: Defining the Role of Secondary History Teachers in Designing a College-Readiness Curriculum.

Joseph Stresino. Claremont Graduate University. October 2018.

**Virtual Standardized Patient (VSP) Simulation: A Comparison of Pedagogical Methods to Improve Nursing Student Knowledge and Skill.*

Helina Hoyt. Claremont Graduate University. October 2018.

**An Evaluation of Nursing Student Motivation to Learn Using a Virtual Standardized patient Simulation.*

Sean Hauze. Claremont Graduate University. October 2018.

**Seventh-day Adventist schools: A look at student success. Choosing God, Choosing Schools: Study of the Relationship between Parental Religiosity and School Choice.*

Aimee Leukert. Claremont Graduate University. November 2018.

Cultural Conflict Theory & Vietnamese American College Students.
Randy Stepp. Claremont Graduate University. Summer 2018.

School Factors and Information that Influences Parents Exercising School Choice in Urban Public Schools.
Allen Teng. Claremont Graduate University. December 2017.

Special Education Policy in Light of the Charter School Movement and FAPE.
Michael Seltzer, ABD. Claremont Graduate University. November 2017.

**Leadership for Social Justice: An Investigation of the Relationship Between the Practices and Beliefs of Title I School Leaders and Student Achievement*
Elizabeth Strickland Rozich. Claremont Graduate University. October 2017.

**Close Reading: Teacher Perceptions in the Content Areas in Grades 6-12.*
Laura Hancock, ABD. Claremont Graduate University. May 2017.

**A Statistical Comparison of Traditional Versus Virtual Models of Mentorship for California Preliminary Credentialed Teachers. A Study on Social Capital Accrual and its Impact on Job Satisfaction.*
Lisa Longoria, PhD. Claremont Graduate University. December 2016.

African American Students' Perception of their Effective Teachers.
Pamela Mshana, PhD. Claremont Graduate University. Spring 2016.

Effective Teacher Training for Tablet Integration in K-12 Classrooms.
Pimpaka Prasertsilp, PhD. Claremont Graduate University. December 2015.

Asian Multiracial College Students' Identity Development.
Shino Simons, PhD. Claremont Graduate University. Spring 2015.

Educational Value in Urban Colleges of Education in India.
Mathew Witenstein, PhD. Claremont Graduate University. Spring 2015.

Imagination in Twenty-First Century Teaching and Learning: Teachers as Creative-Adaptive Leaders in the Classroom.
Shamini Dias, PhD. Claremont Graduate University. Spring 2013.

Stages in Young Children's Musical Engagement: A Developmental Theory.
Paul Morehouse, PhD. Claremont Graduate University. Fall 2012.

Making It Work: How Effective Schools Address the Impact of Crime on School Effectiveness.
Omar Safie, PhD. Claremont Graduate University. Spring 2012.

Teaching in language that is not their own: Experiences from teachers in California and the Basque Country (Spain and France).

Izaskun Gaminde, PhD. Claremont Graduate University. Summer 2010.

Closing the Achievement Gap: The Impact of Cultural Proficiency and Culturally Responsive Teaching on Student Achievement.

Rob Coghlan, PhD. Claremont Graduate University. Spring 2011.

Infant Massage: Facilitating Higher Parenting Confidence in Performing Basic Infant Care Among Incarcerated Mothers.

Angie Garcia, PhD. Claremont Graduate University. Fall 2010.

Exit exams and the Goldilocks Problem: Modeling incentives and indirect effects to assess academic outcomes and school completion.

Catherine "Kate" Shuster, PhD. Claremont Graduate University. Fall 2008.

A clinical fellowship perspective: Working alliance, supervisor style/roles and supervision satisfaction during the clinical fellowship experiences of speech-language pathologists in training. Jennifer A. Ostergren, PhD. Claremont Graduate University. Summer 2008.

Is BTSA effective in retaining beginning teachers? How age, ethnicity, gender, subject matter assignment, and mentor accessibility affect engagement in professional reflection and feelings of support.

Angela Lin, PhD. Claremont Graduate University. Spring 2008.

Peeling away the layers of intolerance, one cooking class at a time: Using world cuisines to teach tolerance.

Jennifer Palumbo Mann, PhD. Claremont Graduate University. Spring 2008.

Attending a California continuation high school: A second chance for student success.

Erin Andrade-Lopez, PhD. Claremont Graduate University. Spring 2007.

I love God and want to know more about him: Exploring three and four year-olds ideas of God. Janet Tadano Arbesman, PhD. Claremont Graduate University, Spring 2007.

Physiological, cognitive, and psycho-social effects of emotional re-focusing: A summative and formative analysis.

Alane K. Daughtery, PhD. Claremont Graduate University. Spring 2006. (Nominated for Phi Delta Kappa's Dissertation of the Year.)

DOCTORAL QUALIFYING EXAMINATIONS

Current Partnerships: 0

Past Partnerships: 12

Leading Learning Through a Gradual release of Responsibility Instructional Framework.
Kimberly Padgitt. Claremont Graduate University. Fall 2018.

Virtual Standardized Patient (VSP) Simulation: A Comparison of Pedagogical Methods to Improve Nursing Student Knowledge and Skill (Literature Review).
Helina Hoyt. Claremont Graduate University. May 2018.

Religious schooling in the USA: A review of the literature
Aimee Leukert. Claremont Graduate University. Spring 2017.

White Privilege: A review of the literature.
Erika Brown. Claremont Graduate University. Spring 2014.

Education through the arts: A link between reading Instruction & the performing arts.
Steven Pell. Claremont Graduate University. Spring 2013.

Intercultural Education.
Michelle Dymerski. Claremont Graduate University. Fall 2011.

Chartering the way to a free and appropriate public education (FAPE).
Michael Seltzer. Claremont Graduate University. Fall 2011.

Searching for the child's true experience of music through Piaget, Vygotsky, Gardner, Montessori and Steiner: A literature review.
Paul Moorehouse. Claremont Graduate University. Spring 2010.

A clinical fellowship perspective: Working alliance, supervisory/roles and supervision satisfaction during the clinical fellowship experiences of speech-language pathologies in training.
Jennifer A. Ostergren. Claremont Graduate University. Fall 2007.

Characteristics of an Optimal Learning Environment.
Omar Safie. Claremont Graduate University. Fall 2007.

Delineating Observable student behavior in an optimal learning environment: A review of the literature.
Omar Safie. Claremont Graduate University. Fall 2007.

Internal Globalization: The Media, Poverty, and the Un-American America.
Pandwe Paige Gibson. Claremont Graduate University. Summer 2007.

MA THESIS ADVISING (*CHAired)

Too many MA Thesis projects done in CGU's Department of Teacher Education from 1999-2017 to list.

**The Public Service Loan Forgiveness (PSLF) Program.*
Shannon Feil, MA. Claremont Graduate University. July 2020.

**What will it take? Identifying needs and supports for successful next generation science standards implementation.*
Nancy Sirski, MA. Claremont Graduate University. December 2015.

AWARDS & RECOGNITIONS

(Founding) Faculty Diversity Fellow, Selected by Claremont Graduate University's Diversity and Inclusion Committee. December 2016 - May 2017.

Invited Member, Educational Advisory Board. Esri (<http://www.esri.com/>). July 2014 – July 2017.

In September 2015, Claremont Graduate University's Vice Provost and Director of Research & Sponsored Programs identified me as the #1 "grant-active faculty across the last 5 years" and as #3 in terms of generating indirect costs for CGU (\$488,085).

Dissertation of the Year, School of Education/Phi Delta Kappa. Claremont Graduate University, 2002/2003.

Fellowship Recipient, National Educational Longitudinal Study of 1988 (NELS 88) Training Seminar: Using the NELS 1988 Database for Research and Policy Discussion sponsored by the National Center for Educational Statistics (NCES), Washington, DC, Summer 2001.

NSF Fellowship Recipient, 2001 Summer Data Policy Institute on the NCES and the National Science Foundation (NFS) Databases sponsored by the Association for Institutional Research, Washington, DC, Summer 2001.

Charter Fellow, Flagship Year, Preparing Future Faculty, Claremont Graduate University, September 2000 - May 2001.

(Merit) Fellowship Recipient, Joseph B. & Jean Platt Fellowship, Claremont Graduate University, 2000 - 2001.

Inaugurated Member, Pi Lambda Theta, Chapter: California State University, Los Angeles, Spring 2000.

(Merit) Fellowship Recipient, Frank & Dorothy Farner Fellowship, Claremont Graduate University, 1999 - 2000.

(Merit) Fellowship Recipient, Graduate Studies in English, Bowling Green State University, 1992 - 1993.

Dean's List, University of Puget Sound, 1991, 1990. American College of Switzerland, 1989.

Honolulu Press Club Scholarship/Internship Grant, 1990.

Hearst Writing Prize Winner, University of Puget Sound, 1988.

PROFESSIONAL AFFILIATIONS & MEMBERSHIPS

American Educational Research Association (AERA)

Pi Lambda Theta

National Association for Bilingual Educators (NABE)

Association of Independent California Colleges & Universities (AICCU).

- › Represent Claremont Graduate University at Dean's Council for Schools of Education. 2003 – present.
- › Represent AICCU & Claremont Graduate University at State Legislature. 2003 – present.

California Council on Teacher Education (CCTE)

Council for Exceptional Children (CEC)

Association for Supervision and Curriculum Development (ASCD)

INTERNATIONAL EXPERIENCES & EXPOSURE

<u>ASIA</u>	<u>EUROPE</u>	<u>OTHER</u>
China (10 months)	Switzerland (6 months)	Turkey (two 1-month trips)
Vietnam (two 1-month trips)	England (3 months)	South Africa (1 month)
Malaysia (3 months)	Ireland (1 month)	Canada (Vancouver, Montreal,
Thailand (2 months)	France	Toronto)
Macao	Italy	Puerto Rico
Singapore	Germany	
Japan (Osaka, Kyoto, Tokyo)		
India (Delhi, Agra)		

PERSONAL INTERESTS & HOBBIES

Ceramics/Pottery	Coaching AYSO	Hiking
Reading	News & Current Events	Swimming