

DE LACY GANLEY, PH.D.

Full Professor & Director of the Department of Teacher Education
School of Educational Studies | Claremont Graduate University
925 North Dartmouth Avenue | Claremont, CA 91711
DeLacy.Ganley@cgu.edu
September 2017

EDUCATION

Ph.D. Claremont Graduate University. Major: Educational Leadership.

M.A. Bowling Green State University. Major: English literature.

B.A. University of Puget Sound. Major: English, Creative Writing.

K-12 TEACHING & ADMINISTRATIVE CREDENTIALS

California Clear Single-Subject English. Doc #123131553. Expires June 1, 2018.

California Clear Multiple-Subject. Doc #130092740. Expires May 1, 2018.

California Preliminary Administrative Credential. Doc #140009991. Expires June 1, 2018.

OTHER TRAINING

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

LawRoom Training. Course 104: Illness & Injury Prevention. Passed July 18, 2016.

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

LawRoom Training. Course 405: Data Security & Privacy. Passed July 18, 2016.

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

EMPLOYMENT HISTORY

2016 - Present 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.
- 2003 - 2004 Assistant Professor and Director of Curriculum & Advancement. School of Educational Studies. 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 - 1990 Instructor. English as a second language. Tacoma Community House. Tacoma, WA.

CURRENT RESEARCH PROJECTS

How is the geo-cultural knowledge and global proclivities of American students impacted by having international guest teachers in their classrooms? An analysis of how American K-12 students are impacted by TEA Fellows. Expected to be ready for journal submission: Fall 2017. Co-researchers: Dr. Stacy Kula and Randy Ludwig.

Special Education inclusion from a global perspective: A comparative look at the attitudes and practices of inclusive teaching around the world. Expected to be ready for journal submission: Late Fall 2017 or Early Spring 2018.

Why do they stay when others leave? An analysis of under-represented minority teachers who are teaching five years after earning their credential? Expected to be ready for journal submission: Early Spring 2018.

Male teachers in elementary settings: The challenges of their job and the factors that make a (positive) difference. Expected to be ready for journal submission: Early Spring 2018.

Teaching for Social Justice: How teachers from a 'social justice' teacher preparation program are (and aren't) living out the mission. Expected to be ready for journal submission: Early Spring 2018.

Recruiting under-represented minority teachers into the profession: Best Practices. Expected to be ready for journal submission: Early Spring 2018.

PUBLICATIONS

ACADEMIC

Ganley, D. (pending final review). "Getting back in touch: How a return to the local high school classroom impacted a teacher educator and her credential program."

Paik, S; Ganley, D; and Luschei, T. (June 2015). "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. Available at <http://www.adi.org/journal/2011ss/WarrenNofleGanleyQuintanarSpring2011.pdf>.

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. (Summer 2007). "Raising the bar of teacher quality: Accountability, collaboration, and social justice." *College Quarterly*. Vol. 10, No. 3. Available at <http://www.senecac.on.ca/quarterly/2007-vol10-num03-summer/index.html>.

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.

SELECTED SCHOLARLY PRESENTATIONS

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. Des Moines, 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 FUNDING — AWARDED

2007 – PRESENT. CLAREMONT GRADUATE UNIVERSITY (\$15,924,601)

<i>Grants related to...</i>	<i>*Authored by DeLacy Ganley</i>	<i>Obtained under DeLacy Ganley's Leadership</i>	<i>Combined Total</i>
STEM Education	\$3,000,000	\$7,156,099	\$10,156,099 (64%)
Teacher Preparation	\$2,676,025	\$1,627,502	\$4,303,527 (27%)
Promoting Civil Society & International Exchange	\$1,406,761	\$0	\$1,406,761 (9%)
Advancing Social Justice in Educational Settings	\$58,020	\$0	\$58,020 (>1%)
	\$7,140,806 (45%)	\$8,783,601 (55%)	\$15,924,601 (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).

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

Project Title: *The Claremont Colleges' STEM Initiative to Improve STEM Pedagogy through Transferable STEM Skills (CCSI)*

Principle Investigators: Drs. DeLacy Ganley & Adam Landsberg

Proposal's Primary Author: Dr. DeLacy Ganley

Funding Source: National Science Foundation

Amount: \$3,000,000

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

Project Title: *Fletcher Jones for Math for America*

Principle Investigators: Drs. Scott Thomas & DeLacy Ganley

Proposal's Primary Author: Dr. Scott Thomas

Funding Source: Fletcher Jones Foundation

Amount: \$250,000
Project Dates: 2014
Purpose: To recruit and support academically distinguished teachers for math and science

Project Title: *Hearst Foundation for Math for America Fellowships*
Principle Investigators: Drs. Scott Thomas & DeLacy Ganley
Proposal's Primary Author: Dr. Scott Thomas
Funding Source: Hearst Foundation
Amount: \$150,000
Project Dates: 2014
Purpose: To recruit and support academically distinguished teachers for math and science

Project Title: *NOYCE II*
Principle Investigators: Drs. DeLacy Ganley & David Drew
Proposal's Primary Author: Lisa Loop
Funding Source: National Science Foundation
Amount: \$800,000
Project Dates: 2012 - 2015
Purpose: To recruit and support academically distinguished teachers for math and science

Project Title: *Teachers Employing Applied Mathematics to Engage Students (TEAMES)*
Principle Investigators: Drs. John Angus & Margaret Grogan
Project Leaders: Drs. DeLacy Ganley, Lisa Loop & Chris Brownell
Proposal's Primary Author: Lisa Loop
Funding Source: Department of Education, Teachers for a Competitive Tomorrow
Amount: \$1,101,227
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.

Project Title: *Claremont Colleges Institute for Math and Science Education*
Proposal's Primary Author: Lisa Loop in collaboration with Drs. Anita Quintanar & DeLacy Ganley
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

Project Title: *Mathematics Teachers Satisfaction and Retention Exploration Study*
Proposal's Primary Author: Lisa Loop in collaboration with Drs. Anita Quintanar & DeLacy Ganley
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

Project Title: *Consortium for Area Revitalization through Education (CARE/Long Beach)*
Project Leaders: Dr. Margaret Grogan, Lisa Loop & Reverend Leon Woods
Proposal's Primary Author: Lisa Loop in collaboration with Drs. Anita Quintanar & DeLacy Ganley
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.

Project Title: *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 Primary Author: Lisa Loop in collaboration with Drs. Anita Quintanar & DeLacy Ganley
Funding Source: Private Funders
Amount: \$3,300,000 (of which \$935,090 went to CGU)
Project Dates: August 2008 - June 2014
Purpose: To recruit and support academically distinguished teachers for math and science

Project Title: *Making Algebra Accessible Project (MAAP)*
Principle Investigator: Dr. Stacey Brown
Proposal's Primary Authors: Lisa Loop in collaboration with Drs. Anita Quintanar & DeLacy Ganley
Funding Source: California Postsecondary Education Commission
Amount: \$935,090
Project Dates: 2008 - 2012
Purpose: To research the algebraic/mathematical sensemaking of elementary school children

Project Title: *NOYCE I*
Principle Investigator: Dr. David Drew
Proposal's Primary Authors: Lisa Loop in collaboration with Drs. Anita Quintanar & DeLacy Ganley
Funding Source: National Science Foundation
Amount: \$460,652
Project Dates: October 2005 - June 2014
Purpose: To recruit and support academically distinguished teachers for math and science

EXTERNAL FUNDING RELATED TO TEACHER PREPARATION (\$4,303,527)

Project Title: *The Academy 2016*
Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: Dr. 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

Project Title: *Teacher Education's Competitive Certification/Internship Award*

Principle Investigators: Dr. DeLacy Ganley

Proposal's Author: Dr. 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

Project Title: *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

Project Title: *Seeding Induction*

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: Dr. 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

Project Title: *Multiple Pathways*

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: Dr. 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

Project Title: *Pulse II*

Principle Investigator: Dr. Sue Robb
Proposal's Author: Lisa Loop
Funding Source: Department of Education
Amount: \$798,217
Project Dates: September 2008 - August 2012
Purpose: To recruit and support people working on their California Education Specialist credential

Project Title: *Pulse Pipeline Project (PULSE I)*
Principle Investigator: Dr. Sue Robb
Proposal's Author: Lisa Loop
Funding Source: Department of Education
Amount: \$799,285
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
(\$1,406,761)

Project Title: *Teaching Excellence & Achievement (TEA)*
Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: Dr. DeLacy Ganley
Funding Source: IREX & the US Department of State
Collective Amount: \$1,307,806

- > 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 2011-2016. (Programs 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 46 countries have participated.

Project Title: *Global Educators Collaborative of Claremont (GECC)*
Principle Investigators: Drs. DeLacy Ganley & Tammi Snyder
Proposal's Author: Dr. 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

Project Title: *Teaching & Learning from a Cultural Context (TLCC)*
Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: Dr. 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

Project Title: *Video of VOICE*
Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: Dr. 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 Title: *Project VOICE: Vietnam, an Opportunity for Inter-Cultural Education*
Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: Dr. 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)

Project Title: *DREAMs Educator Certificate Program*
Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: Dr. 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

Project Title: *Teaching for Social Change (T4SC)*
Principle Investigator: Dr. DeLacy Ganley
Proposal's Author: Dr. 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

Project Title: *Mentorship for Mentors (M4M)*

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: Dr. 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 FUNDING — PENDING AWARDS

PRESENT. CLAREMONT GRADUATE UNIVERSITY (\$2,662,640)

<i>Grants related to...</i>	<i>*Authored by DeLacy Ganley</i>	<i>Obtained under DeLacy Ganley's Leadership</i>	<i>Combined Total</i>
STEM Education	\$25,000 \$1,200,000	\$0	\$1,225,000
Teacher Preparation	\$25,000 1,290,000	\$0	\$1,315,000
Promoting Civil Society & International Exchange	\$101,925	\$0	\$101,925
Advancing Social Justice in Educational Settings	\$20,715	\$0	\$20,715
	\$2,662,640	\$0	\$2,662,640

Project Title: *STEM Spark-Challenge Project*

Principle Investigators: Drs. DeLacy Ganley, Lucrecia Santibanez, and Adam Landsberg

Proposal's Authors: Dr. DeLacy Ganley & Eddie Partida

Funding Source: BLAIS Challenge Foundation

Amount: \$25,000

Purpose: The 'Spark-Challenge' Project pools the academic and creative energies of the Claremont College community to broaden participation among underrepresented groups in STEM. Drs. DeLacy Ganley (Claremont Graduate University), Lucrecia Santibanez (Claremont Graduate University) and Adam Landsberg (Keck Science Department) seek funds from the BLAIS Foundation to implement and evaluate a research-based community engagement model designed to raise STEM interest and motivation among K-12 students. The project will enhance practice-based research and education at CGU and provide a conduit for 5C STEM faculty to translate their work into engaging activities that 'spark' interest and 'challenge' kids to think like scientists and engineers

Status: Submitted in April 2017. Expected to hear if funded by June 2017.

Project Title: *Authentic Inquiry to Motivate Students in STEM (AIMSS)*

Principle Investigator: Dr. DeLacy Ganley

Proposal's Authors: Dr. DeLacy Ganley and Eddie Partida

Funding Source: National Science Foundation

Amount: \$1.2 million

Purpose: To research the impact of a professional development model on elementary school students' interest in and acumen for science and math.

Status: Submitted in Summer 2016. While not funded, reviewers' feedback suggested that grant should be revised and resubmitted. As such, revised proposal was resubmitted in September 2017 for reconsideration.

Project Title: *Seeding Jump Beyond*

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: Dr. DeLacy Ganley

Funding Source: BLAIS Challenge Foundation

Amount: \$25,000

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.

Status: Submitted in April 2017. Expected to hear if funded by June 2017.

Project Title: *Claremont Native American Initiative (CNAI)*

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: Dr. DeLacy Ganley

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

Amount: \$1.29 million

Purpose: To provide fellowship and mentorship support to Native Americans to help them become credentialed teachers working in K-12 schools serving Native American youth

Status: Submitted in Summer 2016.

Project Title: *CGU360, Fall 2017*

Principle Investigator: Dr. DeLacy Ganley

Proposal's Author: Dr. DeLacy Ganley

Funding Source: FHI360 & the US Department of State

Amount: \$101,925 (proposed)

Purpose: To design and implement a 14-day residential professional development program for a cohort of 25 middle- and high-school English as a Foreign Language teachers from around the world in order to promote teaching excellence (through improved classroom management) and global goodwill

Status: Proposal submitted May 2017. Award decision expected in late June 2017.

Project Title: *Critical Mentors: Holistic Coaching in the Community*

Principle Investigators: Drs. DeLacy Ganley & Tessa Hicks

Proposal's Authors: Drs. DeLacy Ganley & Tessa Hicks

Funding Source: BLAIS Challenge Foundation

Amount: \$20,715

Purpose: To design, get approved, and implement the Holistic Health Coaching Program, a collaboration between students, faculty, and alumni of the Claremont Colleges and two community organizations, Huerta del Valle (urban farm) and the Youth Mentoring Action Network. The Program will train Pitzer in Ontario college students, 10 local high school students, and 10 alumni of CGU's Department of Teacher Education (educators who are working in area K-12 schools) as holistic health coaches, providing them with tools to act

as grassroots health coaches to the young people in the region and to work effectively on urgent issues that beset their school communities.

Status: Submitted in April 2017. Expected to hear if funded by June 2017

ACADEMIC PROGRAM CREATION & DEVELOPMENT

PROGRAMS DEVELOPED. CLAREMONT COLLEGES

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

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

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 an 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](#), and [Girl Rising](#).

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. June 2016. April 2017. Co-organizer: Danielle Centeno, MA.

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

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 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.

COURSES TAUGHT

GRADUATE COURSES TAUGHT FOR CLAREMONT GRADUATE UNIVERSITY'S DOCTORAL PROGRAM

EDUC 661. Exploring "Alternative" Teaching/Learning Environments. Summer 2016, 2015 & 2011.

EDUC 528. Demystifying core competencies for teachers: A course for teacher educators. Fall 2014.

EDUC 591. Best Practices: An opportunity for guided independent study. Summer 2006 & 2005.

EDUC 580. ProSeminar for Doctoral Study. Fall 2003.

GRADUATE COURSES TAUGHT FOR CLAREMONT GRADUATE UNIVERSITY'S DEPARTMENT OF TEACHER EDUCATION

EDUC 325. Key ideas for novice teachers. Fall 2016, Fall 2017.

EDUC TEA. Taking TEA Home. Fall 2016.

EDUC 316 & 317. PLC Study: Lemov's techniques for champion teachers, Parts I and II. Fall 2012 & Spring 2013. On-line

EDUC 331. Innovative technology for the secondary classroom. Spring 2003-2005 & 2012.

EDUC 326. Methods & Literacy: Core skills for Language Arts teachers in California. Summer 2003-2012.

EDUC 307. Teaching/Learning Process IV. Summer 2003-2009.

UNDERGRADUATE COURSES TAUGHT

Expository Writing. Owens Technical College. Toledo, OH.

Research Writing. Kapi'olani Community College. Honolulu, HI.

Nature Writing. Chaminade University. Honolulu, HI. Traditional & On-line.

Shakespeare. Chaminade University. Honolulu, HI. Traditional & On-line.

World History from a Literary Perspective. Chaminade University. Honolulu, HI. Traditional & On-line.

Expository Writing for English language learners. Hawai'i Pacific University. Honolulu, HI.

Business English. Zhongshan (Sun Yatsen) University. Guangzhou, People's Republic of China.

Conversational English. Zhongshan (Sun Yatsen) University. Guangzhou, People's Republic of China.

English for Japanese engineers. Harvey Mudd College & Pitzer College's joint-program for Tokyo's Kogakuin University.

HIGH SCHOOL COURSES TAUGHT

Grade 9-12 English. Annie Wright School. Tacoma, WA.

Grade 9-12. English as a second language. Annie Wright School. Tacoma, WA.

Grade 9-12. Welcome to the USA: An introduction to American Culture. Annie Wright School. Tacoma, WA.

Grade 10. Poetry & Drama. Punahou School. Honolulu, HI.

Grade 12. Expository Writing. Punahou School. Honolulu, HI.

Grade 11. American Studies. Punahou School. Honolulu, HI.

ADULT EDUCATION COURSES TAUGHT

Practical English for Spanish-speaking adults. Tacoma Community House. Tacoma, WA.

DISSERTATION & THESIS ADVISING

CURRENT PARTNERSHIPS

**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. Expected December 2017.

Expectations of College History Professors: Defining the Role of Secondary History Teachers in Designing a College Readiness Curriculum

Joseph Stresino. Claremont Graduate University. Expected Spring 2018.

**A Historical Analysis of the Rise and Fall of the California Learning Assessment System*

Debbie Baroi. Claremont Graduate University. Expected Spring 2018.

**Seventh-day Adventist schools: A look at student success.*

Aimee Leukert. Claremont Graduate University. Expected Spring 2018.

Cultural Conflict Theory & Vietnamese American College Students.

Randy Stepp, ABD. Claremont Graduate University. Expected Spring 2018.

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

Michelle Wise. Claremont Graduate University. Spring 2018.

**Factors that Determine Parent Perception of Education Quality at K-12 Public Schools*

Allen Teng. Claremont Graduate University. Expected Fall 2017.

**Designing a Successful Community College Reading Lab: A Qualitative Inquiry.*
Steven Pell, ABD. Claremont Graduate University. Expected Fall 2017.

Special Education Policy in Light of the Charter School Movement.
Michael Seltzer, ABD. Claremont Graduate University. Expected Spring 2017.

COMPLETED

**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.

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

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

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.

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 - present.

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 (NSF) 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 AND MEMBERSHIP

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)