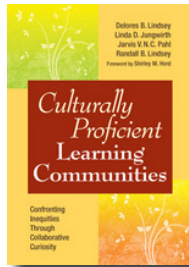




BIO: Linda D. Jungwirth, Ed.D.



Dr. Linda Jungwirth, 2013 Association of California School Administrator (ACSA) **State Administrator of the Year—Professor of Education**, and President of **CONVENING CONVERSATIONS, Inc.**, is passionately devoted to training and coaching educators to engage in courageous conversations around trust, leadership, assets-based thinking, student learning, instructional practice, and collaboration using the lens of Cultural Proficiency to achieve equity, access, and success for all students in rigorous, relevant 21st century learning. Dr. Jungwirth is recognized nationally and internationally for her work in Cultural Proficiency, and is co-author of Corwin’s bestseller, ***Culturally Proficient Learning Communities: Confronting Inequities Through Collaborative***

Curiosity. Dr. Jungwirth trains and coaches educators in becoming Culturally Proficient Level 5 Leaders building collaborative communities to implement change and innovation. Educators learn to build and sustain trust, engage in multiple levels of data dialogue, and differentiated instruction and problem-based learning, and motivate others by providing opportunities for autonomy, mastery, and meaningful purpose. Dr. Jungwirth presents and takes leadership roles in state, national and international conferences, some of which include: International Reading Association (IRA), California Association of Bilingual Education (CABE), California League of Middle and High Schools, Effective Schools, Cultural Proficiency, 21st Century Leaders Symposiums, California Title I Conferences, and ACSA’s Curriculum Academies.

As a **National Training Associate for Adaptive Schools**, the “how to” for collaborative groups and learning communities engaging in transformational systems change, Dr. Jungwirth supports leadership teams and educators in becoming *professional communities—learning*, resulting in powerful, trusting collaborative organizations with individuals who continually grow personally and professionally as facilitators and collaborative, skillful group members. The results are teams that are trusting, inclusive, effective, efficient, and fun. As a **National Training Associate for Cognitive CoachingSM**, she trains mentors and coaches *to be mediators of thinking* as they coach others in leading and implementing with integrity new practices and innovations. The outcome of Cognitive CoachingSM is efficacious innovators who are collaborative, self-directed leaders modeling and practicing life-long learning, reflection, and inquiry as they serve others.

Dr. Jungwirth’s experience includes working with large systems to accomplish transformational change. Dr. Jungwirth’s work with ConnectEd, the California Center for College and Career, resulted in high school pathways that were among the first to be certified as **California Linked Learning Pathways**. As the Coordinator for the Advancement of Small Learning Environments (CASLE) at the San Bernardino County Superintendent of Schools, Dr. Jungwirth directed several federal grants and led 19 high schools in 11 school districts in systemic high school transformation, impacting over 75,000 students. As Coordinator for the California Technology Assistance Project (CTAP), Region 10, Dr. Jungwirth provided leadership and coordinated professional learning for **integrating technology and 21st century skills** into standards-based curriculum for 66 school districts in Southern California.

AWARDS: Association of California School Administrators (ACSA) **2013 California Administrator of the Year for Professor of Education**; California League of High Schools (CLHS) **Educator of the Year** for Region 10, as an administrator who supports high school reform and transformation of large school learning environments; and **ACSA Wilson A. Grace Award** for ideals of tolerance, compassion, and professional leadership—a leader who motivates and inspires personal and professional growth in others. Dr. Jungwirth teaches the following courses in a blended (face-to-face/online) learning environment for Pepperdine University’s Educational Leadership, Administration, and Policy doctoral program: Personal Leadership; Communication, Technology and Scholarly Writing; Culturally Proficient Leadership, Equity, & Social Justice.



Education

Highest Level of Education Completed: Doctorate of Educational Leadership, Administration, and Policy Pepperdine University				
Colleges and Universities Attended:	Total Credits Earned*		Major(s)	Degree/Credential Year Received
	Semester	Quarter		
Pepperdine University Los Angeles, CA 90045	54	81	Educational Leadership, Administration, and Policy	Doctorate of Education Phi Delta Kappa
University of Redlands Redlands, CA 92374	16	24	Administrative Services, Tier II	Administrative Services Professional Clear Credential
Chapman University Moreno Valley, CA 92553	66	99	Curriculum and Instruction; Administrative Services	Master of Arts in Education; Administrative Services Preliminary Credential
University of California Riverside, CA 92507	15.33	23	Education Extension Courses	N/A
University of Texas Arlington, TX 76001	27	40	Biology, Chemistry, Physics Coursework	N/A
Wright State University Dayton, OH 45435	120	180	Psychology	Bachelor of Science Magna cum Laude
Miami University Oxford, OH 45056	26	39	French	N/A

* Credit hours from transcripts are bolded. Non-bolded credit hours are converted using 1.5 quarter hours per semester hour.

Work Experience

Job Title President, Convening Conversations, Inc.	
From 8/15/2007	To Present
Employer's Name and Address Convening Conversations, Inc. 30378 Mountaintop Drive Buena Vista, CO 81211 http://ConveningConversations.com	
Duties and Responsibilities Develop, coordinate, manage, market, and evaluate professional development and consulting services for (a) classified and certificated management personnel and teachers in educational organizations, and (b) business organizations. Professional learning services include: Culturally Proficient Level 5 Leadership; cultural competence and equity; facilitation and development of collaborative professional learning communities; Cognitive Coaching SM ; Adaptive Schools: Facilitation and Development of Collaborative Groups; resolving conflict through polarity management to address and manage polarizing issues; shifting from deficit to asset-based thinking and community asset mapping; building, sustaining, and repairing trust for effective organizations using elements Covey's <i>Speed of Trust</i> , and Moran's <i>Trust Matters</i> ; Common Core Standards-aligned curriculum design; research-based instructional practices, including instruction for second-language learners; formative, summative, and performance assessments; and grant writing. Keynote and inspirational and motivational speaker.	

Additional Work Experience	
Job Title Linked Learning Pathway Coach, Internal Coach Liaison; Coaching Resource Development (previous titles) Currently Serving as: Linked Learning Pathway Certification Reviewer; ConnectEd Preferred Provider	
From 10/2009	To Present
Employer's Name and Address ConnectEd, The California Center for College and Career 2150 Shattuck Avenue, Suite 1200 Berkeley, CA 94704	Supervisor: Kathleen Harris, Director Technical Assistance & Coaching Phone: 510 -849-4945 Arlene LaPlante, Coordinator Linked Learning Certification Review Teams Phone: 619-993-4844
Duties and Responsibilities Coached high school principals, Linked Learning Pathway Lead Teachers, and leadership teams at school sites participating in the James Irvine Foundation ConnectEd Linked Learning, Pathways to College and Career Success Pilot for high school transformation, integrating Applied Learning and Career Technical Education across core academic disciplines. Conducted site visitations and reported to ConnectEd leadership team. As a ConnectEd Preferred Provider, provide professional development for problem-based learning, leadership and change institutes, emerging leaders and facilitation institutes, critical thinking and habits of mind institute, data teams institute, career technical education and career academies institute, Cognitive Coaching SM Foundations and Adaptive Schools Facilitation and Developing Collaborative Groups. Currently serving as a Linked Learning Pathway Certification Reviewer and Preferred Provider.	
Job Title Author, Planning Committee--The 6 th Annual Cultural Proficiency Institute	
From 2/2008	To Present
Employer's Name and Address Corwin Press Publisher 2455 Teller Road Thousand Oaks, CA 91320	Editor's Name: Dan Alpert Senior Acquisitions Editor, Staff Development, Diversity, English Language Learners, Assessment, and Research Methods Phone: (415) 753-2129 x 7149
Duties and Responsibilities Fulfill writing contracts on leadership, equity, social justice, and cultural proficiency. Review and provide feedback on proposals and manuscripts for publication. Planning and technology committee for the 6 th Annual Cultural Proficiency Institute. Presenter, Annual Cultural Proficiency Institutes	
Job Title Adjunct Faculty, Pepperdine University, Educational Leadership, Administration, and Policy Doctoral Program	
From 06/2005	To Present
Employer's Name and Address Pepperdine University 6100 Center Drive Los Angeles 90045	Supervisor Name: Linda Purrington, Ed.D. Director, ELAP Doctoral Program Phone: 909-386-2639
Duties and Responsibilities Teach doctoral and masters students in courses of study such as (a) a two-year course in Participatory Action Research, Inquiry, and Qualitative Research Methodologies; (b) a one-semester course in Culturally Proficient Leadership, Equity, and Social Justice; (c) Communication, Scholarly Writing, and Technological Literacy, and (d) Personal Leadership (doctoral program) and Understanding Self and Others (masters program). Prepare students for writing dissertations; chair and committee member for doctoral students' dissertation work.	

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Job Title Consultant	
From 2/2008	To 1/2011
Employer's Name and Address San Bernardino County Superintendent of Schools The Center for the Advancement of Small Learning Environments (CASLE) 601 North E Street San Bernardino, CA 92410	Supervisor Name: Kathleen Steele Coordinator, CASLE SLC Program Phone: 909-386-2946
Duties and Responsibilities Coached high school principals, Small Learning Communities (SLC) coordinators, and leadership teams at school sites participating in the federal SLC grant program. Conducted site visitations and reported to CASLE coordinator. Co-developed and provided professional development for: problem-based learning; leadership and change institutes; emerging leaders and facilitation institutes; critical thinking and habits of mind institute; data teams institute; career technical education and career academies institute; college and career readiness; Cognitive Coaching SM Foundation Seminars; and Adaptive Schools–Facilitating and Developing Collaborative Groups Foundation Seminars.	
Job Title <i>Coordinator: Center for the Advancement of Small Learning Communities (CASLE) (04/2006-10/2007)</i> Division of Secondary Reform, Student and Family Advocacy <i>Coordinator: Curriculum Design, Professional Development, and Technology Integration (04/2000-04/2006)</i> California Technology Assistance Project, Region 10 [covering 66 school districts in Riverside, Inyo, Mono, and San Bernardino Counties (RIMS) San Bernardino County Superintendent of Schools]	
From 04/2000	To 10/2007
Employer's Name and Address San Bernardino County Superintendent of Schools 601 North E Street San Bernardino, CA 92410	Supervisor Name: Philip Mirci, Ph.D., Director Secondary Reform, Student and Family Advocacy Phone: 909-792-4939
Duties and Responsibilities: <i>CASLE Coordinator</i> Lead, direct, monitor, and evaluate the Smaller Learning Communities Program with 19 participating schools, 11 school districts and over 70,000 students. <ul style="list-style-type: none"> • Provide leadership and coordinate training in the change process and second order change; professional learning communities; emerging leadership and facilitation; cultural proficiency, equity, and diversity; Cognitive CoachingSM; data-driven decision-making and data teams at the district and classroom levels; intervention pyramids; collaboration and interdisciplinary teaching and learning; content literacy strategies for secondary education; differentiated instruction; curriculum design using Understanding by Design; curriculum design for special needs and English learners; problem-based learning curriculum design; establishing student voice programs; establishing career technical education academies; administrator walkthrough training; and other professional development to support integrating rigor, relevance, and relationships in secondary transformation; • Coach principals, Smaller Learning Communities Coordinators, and school leadership teams in grant implementation and evaluation; • Wrote and awarded a \$10,000,000 U.S. Department of Education small learning communities grant; manage, monitor, and evaluate over \$25,000,000 in U.S. Department of Education Small Learning Communities grants; • Serve on the Regional Board for California League of High Schools; • Serve on Western Schools and Colleges Association (WASC) site visitation teams; • Serve as a CAPE Examiner, the California Awards for Performance Excellence, the State Affiliate of Baldrige Quality Awards; Team Excellence Awards • Participate in school site reviews for the California State Distinguished Schools Program; • Serve as Regional Membership Committee Chair, Association of California School Administrators; • Facilitate schools' collaboration with post-secondary institutes for Pre-school-College (P-16) articulation to provide dual enrollment for high school students and certificate articulation programs for high school/community colleges; 	

Duties and Responsibilities, continued:

- Collaborate with local foundations, businesses, government agencies, Regional Occupational Program, community colleges, local universities, and faith-based organizations to provide partnerships with high school academies and pathways;
- Customize and co-design professional development for CASLE schools, ensuring alignment with district high school transformation plans, policies, and practices and with the Essential Program Components (EPCs) for state program improvement regulations as appropriate;
- Assist schools with stakeholder needs assessments and program evaluation based on grant goals and short term and long term indicators;
- Maintain, monitor, and evaluate procurement of supplies, equipment, travel, and service per the CASLE program's \$25,000,000 in federal grants with six separate grant awards; generate contracts for services; monitor revenue and budget expenditures for the CASLE program;
- Coordinate, sponsor, present at, and evaluate local, state, and national conferences.

RIMS CTAP Coordinator: 21st Century Curriculum and Professional Development

Lead, direct, monitor, and evaluate the Region 10 California Technology Assistance Project's curriculum resource development and professional development program to support 66 urban (+10,000 students), rural (2,000 students), and remote (50 students) school districts in Riverside, Inyo, Mono, and San Bernardino (RIMS) counties in four areas of service (2000-06):

1. Lead, direct, monitor, and evaluate curriculum development to integrate 21st century technology into instructional practice and student learning, using standards-based instructional design (Understanding by Design), state adopted content standards, and district adopted materials; lead, direct, monitor, and evaluate the development and implementation of training programs for classified staff, teachers, and administrators throughout the four counties in Region 10; lead, direct, monitor, and evaluate development and posting of online resources to support teaching and learning;
2. Lead, direct, monitor, and evaluate professional development relating to data management using student information systems and administrative management systems to support student learning and assessment;
3. Advise in the leadership, monitoring, and evaluation of technology planning aligned to district curricular goals and objectives, including professional development and supporting hardware, software, and infrastructure;
4. Advise in the leadership, monitoring, and evaluation of funding and coordination of federal, state, and local grants and curriculum programs;

Services Included:

- Provide leadership in policy, standards, program development, and evaluation at the state, university, and local levels, serving on advisory boards at each level;
- Lead the composition, implementation, monitoring, evaluation, and revision of the professional development program for the Region 10 California Technology Assistance Project's three-year plan, including a regional needs assessment, short-term benchmarks and objectives to support long-term goals, activities, and support for district superintendents, administrators, and teachers (includes writing and approval of three separate three-year plans with a cumulative award of over \$12,000,000);
- Co-authored and awarded a \$25,000 CalSTAT (California Services for Technical Assistance and Training) federal grant. CalSTAT is a special project of the California Department of Education, Special Education Division, funded through the Special Education Division and the California State Improvement Grant (SIG);
- Supervise and monitor procurement of supplies, equipment, travel, and service to the region and special professional development grants; generate contracts for services; monitor revenue and budget expenditures for the regional professional development program;
- Perform the full range of first-line supervisory responsibilities for regional staff in Riverside and San Bernardino counties; provide leadership and support to additional regional staff in Inyo and Mono counties;
- Lead, direct, monitor, and evaluate professional development relating to data management using student information systems and administrative management systems to support student learning and assessment;
- Lead, direct, monitor, and evaluate a professional development program that integrates using 21st century technology for teaching and learning, assessment and evaluation, and data dialogue to inform decisions;
- Evaluate the Region 10 California Technology Assistance Project's educational professional development program and provide quarterly reports for the Region 10 California Technology Assistance Project's Advisory Board, and comprehensive annual reports for the California Department of Education;

Duties and Responsibilities, continued:

- Collaborate with county and district staff to integrate technology into professional development programs, including: smaller learning communities, long-term academies, coaching academies, data teams, online just-in-time training, and customized events;
- Provide support in changing culture and in data-driven decision-making for underperforming schools;
- Lead and direct the customization of professional development opportunities to align with district priorities, Essential Program Components and program improvement regulations as appropriate;
- Lead and direct the coordination of technology strands in multiple state and national conferences throughout California (California Association for Teachers of English; California Association of Bilingual Education; Computer-Using Educators; California Two-Way Immersion Conference)
- Instructional Planning Team and Instructor, Inland Area Math and Science Institutes
- Be on the cutting edge of new and emerging trends in systems thinking, leadership, instruction, curriculum, assessment, and technology integration into teaching and learning;
- Serve as a steward and representative of our organization at the local, state, and university levels, developing sustained relationships throughout the region and state.

Job Title

Curriculum Resource Specialist
 California Technology Assistance Project, Region 10
 Riverside, Inyo, Mono, and San Bernardino Counties (RIMS)

From
 09/1998

To
 04/2000

Employer's name and address
 San Bernardino County Superintendent of Schools
 California Technology Assistance Project, Region 10
 601 North E Street
 San Bernardino, CA 92410

Supervisor Name:
 Doug Slonkosky, Director
 Professional Development Services
Current Phone: 714-996-8000

Duties and Responsibilities:

- Provide support to 66 urban, rural, and remote school districts in Riverside, Inyo, Mono, and San Bernardino (RIMS) counties in four areas of service:
 1. Curriculum development to integrate technology into instructional practice and student learning, using standards-based instructional design, California state adopted standards, and district adopted materials; development and implementation of training programs for teachers and administrators throughout the four counties in Region 10; development and posting of online resources to support teaching and learning;
 2. Technology planning aligned to district curricular goals and objectives, including hardware, software, and infrastructure;
 3. Data management using student information systems; administrative management systems to support student learning and assessment;
 4. Funding and coordination of federal, state, and local grants and curriculum programs;
- Lead the composition, implementation, monitoring, evaluation, and revision of the professional development program for the Region 10 California Technology Assistance Project's three-year plan, including a regional needs assessment, short-term benchmarks and objectives to support long-term goals, and support from district superintendents, administrators, and teachers;
- Write monthly reports for the Region 10 California Technology Assistance Project's Advisory Board, and semi-annual and annual reports for the California Department of Education;
- Provide support and leadership to nine Teachers-on-Assignment based in four counties;
- Instructional Planning Team and Instructor, Inland Area Math and Science Institutes; Riverside, Inyo, Mono, and San Bernardino (RIMS) Math and Science Institutes

Job Title

District Technology Coordinator
 Teacher-on-Assignment (TOA): TOA for Yucaipa-Calimesa Joint Unified School District
 Part Time: Instructor for the Instructional Technology Development Consortium for San Bernardino County Superintendent of Schools

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From 07/1997	To 09/1998
Employer's name and address Yucaipa-Calimesa Joint Unified School District 12797 Third Street Yucaipa, CA 92399	Supervisor Name: Dr. Philip Mirci Associate Superintendent, Educational Services (Now Professor at Univ. of Redlands) Current Phone: 909-748-8795
Duties and Responsibilities: <ul style="list-style-type: none">• Lead the visioning, writing, and acquiring of school board approval for the Yucaipa-Calimesa Joint Unified School District (JUSD) Technology Literacy Strategic Plan;• Provide leadership and coordination for the technology program in Yucaipa-Calimesa JUSD;• Develop, implement, and evaluate a technology-focused professional development program for Yucaipa-Calimesa Joint Unified School District staff;• Develop technology-enriched and standards-based digital curriculum resources.	
Job Title Teacher, 8 th and 9 th Grade Science	
From 08/1993	To 07/1997
Employer's name and address Yucaipa-Calimesa Joint Unified School District 12797 Third Street Yucaipa, CA 92399	Supervisor Name: Mike Likins, Principal Current Phone: Retired
Duties and Responsibilities: <ul style="list-style-type: none">• Serve as Coordinator, School Site Leadership Council;• Provide professional development coordination and training;• Design and develop integrated science units for a spiraled curriculum, grades 6-10, based on the district curriculum master plan, content standards, the California Science Framework, and the University of California high school admission standards;• Provide high quality, engaging curriculum for 8th grade general science and 9th grade integrated science;• Maintain accurate records of student achievement;• Communicate regularly with parents regarding student achievement;• Write, implement, monitor, and report on two site grants;	
Other Employment Experience Volunteer elementary school computer lab facilitator Lead multiple non-profit organizations for 15 years Instructor/Leader: Math Counts Program, Lynn Haven, Florida Instructor: Graduate Education Development Program (GED), Bellevue, Nebraska Researcher: The Eppley Institute for Research in Cancer, The University of Nebraska	

Certificates/Credentials

- Colorado Professional Administrator License
- Colorado Professional Principal License
- Colorado Professional Teacher License, Secondary Science
- California Professional Clear Administrative Services Credential
- California Single Subject Teaching Credential, Life Science
- California Single Subject Teaching Credential, Physical Science
- California Awards for Performance Excellence (CAPE) Examiner, State Affiliate for Baldrige Quality Awards
- Cognitive CoachingSM National Training Associate
- Adaptive Schools: Facilitating and Developing Collaborative Groups National Training Associate
- Data Driven Decision Making/Data Teams Agency Trainer, Leadership and Learning Center

Honors, Awards, Special Accomplishments

- 2012 Association of California School Administrators (ACSA) California Administrator of the Year Awards: Professor of Education—Adjunct Professor at Pepperdine University
- 2008 *Wilson A. Grace Award*, Association of California School Administrators (ACSA), recognition as “a person who exemplifies ideals of tolerance, compassion, and professional leadership, and as a person who is well respected and can motivate and inspire personal and professional growth in others.”
- 2007 *Educator of the Year* “as an administrator in support of high school reform, Region 10, California League of High Schools”
- Phi Delta Kappa, Pepperdine University
- Planning Committee, Co-Sponsor and Presenter, Annual Cultural Proficiency Institute, 2007, 2008, 2009, 2010, 2011, 2012, 2013
- Speaker, Beginning Teacher Support and Assessment State Director’s Conference
- Keynote Speaker: Los Angeles Unified School District: Academic Mastery Summer Institute
- Speaker, George Washington University: Culturally Proficient Counselors and Leaders
- Advisory Panel: CA Commission on Teacher Credentialing Subject Matter Advisory Panel
- State Committee Member: Technology Proficiencies for California Teachers
- Advisory Board: California Learning Resources Network (CLRN), California Dept. of Education
- Advisory Board: California State University, San Bernardino, Instructional Technology Masters Program, Department of Education
- Advisory Board: University of California, Riverside, Educational Technology Certificate Program
- Advisor: ROP and NASA SAREX Program: Co-facilitated student ham radio contact with the shuttle and MIR astronauts

Other Qualifications

Training Courses (Year/Title)

- 2013 ASCD Leadership Institute for Legislative Advocacy (LILA) Conference, Washington DC
- 2012 Beyond Diversity: Challenging Racism in an Age of Backlash, Tim Wise
- 2012 Bureau of Indian Education Summer Institute
- 2012 Common Core National Standards
- 2012 The Constructivist Leader and Equity: Linda Lambert
- 2012 Communities of Practice: Etienne Wenger
- 2011 Self-Perception, Leadership Emergence and Leadership Capacity: Linda Lambert
- 2011 Offering, Giving, and Receiving Help Symposium, Edgar Schein
- 2010, 2011 Adaptive Schools Summer Leadership Institute (attendee, instructor)
- 2010, 2012 Cognitive Coaching Symposium (attendee, presenter)
- 2009 Adaptive Schools: Facilitation for Collaborative Teams Foundations Seminar
- 2008 Ethical Reasoning and Critical Thinking Institute
- 2008 Cognitive CoachingSM Trainers’ Forum; Annual Symposium
- 2007 Breaking Ranks II
- 2006, 2007 California Awards for Performance Excellence (CAPE/Baldrige) Examiner
- 2005 Facilitation Skills for Chaotic Times
- 2005 Step Up to Writing, Trainer
- 2005 Data-Driven Decision-Making and Data Teams, The Center for Performance Assessment
- 2004 Cognitive CoachingSM, Advanced Seminar
- 2004 Effective Schools Conference; Robert Marzano: Research-based Instructional Strategies
- 2003, 2004 Data-driven Decision-Making, Southern California Comprehensive Assistance Center
- 2003, 2004 Professional Learning Communities At Work, DuFour Conference and Seminars
- 2003, 2004 Administrator Walkthrough Training, Carolyn Downey
- 2004 Frontloading and Literacy for English Language Learners
- 2001 Advanced Seminar in Standards-based Performance Assessment

Training Courses (Year/Title), continued

- 2000 Designs for Learning: California Fieldguide for Educational Professional Development
- 2000 Assessment That Accelerates Student Achievement of Standards, Seminars 1, 2, and 3
- 2000 English Language Learners Leadership Academy
- 2000 Beginning Teacher Support and Assessment (BTSA): (a) California Formative Assessment and Support System for Teachers (CFASST), and (b) BTSA Administrator Training
- 2000 Advanced Curriculum Management Audit Certification Training, Larry Fraise/Carolyn Downey
- 1999 Content Literacy Strategies for Secondary Education
- 1999 Facilitating Learning Communities, Association for California School Administrators
- 1999 Curriculum Management Audit Training
- 1999-2002 California School Leadership Academy
- 1996-2004 Inland Empire Area Math and Science Project
- 1995-1997 Southern California Area Modern Physics Institute (SCAMPI)

Supervision and Human Resources

- Supervise, mentor, evaluate, and monitor performance reviews of certificated management, teachers, and classified staff in multiple locations throughout San Bernardino and Riverside counties using established processes and procedures
- Lead in the development multiple job descriptions for board approval and in the hiring of certificated and classified personnel
- Trainer for classroom walkthroughs and teacher evaluations

Development of Policy, Procedures, and Regulations

- Pepperdine University: Western Association of Schools and Colleges Accreditation Team
- Writing Committee Member for California AB 75/AB 430 Principal Training Academy: Modules II, (Professional Development, Culture, Human Resources, & Fiscal Planning), and Module III, (Instructional Technology for Teaching and Learning)
- Western Association of Schools and Colleges: Visiting Team Member
- Development of Classroom Observations and Teacher Evaluation Protocols
- Committee member for the development and implementation of San Bernardino County Superintendent of School's *Vision, Innovation, and Power Program (VIP)*, to assist underperforming schools in meeting goals of NCLB through visioning, understanding and managing change, re-culturing schools, developing highly qualified teachers, creating community partnerships, using data-driven-decision making, improving student achievement, and conducting site walkthroughs, focus group conversations, and stakeholder interviews
- Vision Team Leader: Learning for the 21st Century, San Bernardino County Superintendent of Schools
- Advisory Panel: CA Commission on Teacher Credentialing Subject Matter Advisory Panel
- Advisory Board: CA Learning Resources Network (CLRN), California Department of Education
- Advisory Board: California State University, San Bernardino, Instructional Technology Masters Program, Department of Education
- Advisory Board: University of California, Riverside, Educational Technology Certificate Program
- Project Development Lead: Beginning Teachers Educational Technology Certification in collaboration with California State University, University of California, and the California Beginning Teacher Support and Assessment Program (BTSA)
- Advisor: ROP and NASA SAREX Program: Student ham radio contact with the shuttle astronauts
- State Committee Member: California Technology Proficiencies Committee for California Teachers
- Facilitator: Districts' development of scope-and-sequence for instructional technology, K-12

Grants and Funding

- Write, coordinate, evaluate the federal Smaller Learning Communities grant with 19 high schools, 11 districts, across two counties (\$10,000,000)

Grants and Funding, continued

- Coordinate, evaluate the federal Smaller Learning Communities grant with 19 high schools, 11 districts, across two counties (\$25,000,000)
- Co-author the federal Cal STAT grant for assessment through electronic portfolios for special education and English learners (\$25,000)
- Co-author the California Technology Assistance Project (CTAP) three of three-year proposals (\$12,000,000)
- Review grants at the regional and state level, assisting districts in grant writing and grooming for the California Challenge Grant, Digital High School Grant, and Enhancing Education Through Technology Grant
- Lead the collaboration, writing, management, implementation, and compliance evaluation of two one-year California State University professional development grants for using technology for teaching and learning (\$136,000)
- Provide training to district for the No Child Left Behind LEA Plan
- Lead the collaboration, writing, management, implementation, and evaluation of a special day class and integrated science grant (\$5,000)
- Design, coordinate, evaluate two-year coaching academies for Enhancing Education Through Technology (EETT) grants received by school districts in Riverside and San Bernardino counties
- Serve as the parent representative for Redlands High School Digital High School Vision Committee

Curriculum, Professional Development, and Administrative Leadership

Team/Committee Member:

- Charter Membership Chairman, California Association of School Administrators
- Leadership Team, San Bernardino County Superintendent of Schools
- Phi Delta Kappa Curriculum Management Audit Team: The International Curriculum Management Audit Center
- Development and trainer of teacher observation and evaluation protocols, and follow-up coaching
- San Bernardino County Superintendent of Schools (SBCSS) Diversity Team: Development and implementation of a program for inclusion, equity, and understanding to increase cultural proficiency
- SBCSS *Vision, Innovation, and Power* Program (VIP): Development and implementation of a program to assist underperforming schools in meeting goals of NCLB through visioning, understanding and managing change, re-culturing schools, developing highly qualified teachers, creating community partnerships, data-driven-decision making, and improving student achievement
- Curriculum Committee, Yucaipa-Calimesa JUSD: to design and develop integrated science units for a spiraled curriculum, grades 6-10, based on the district curriculum master plan, content standards, the California science frameworks, and the University of California high school admission standards
- Redlands High School Biology Assessment Committee: to develop the biology end-of-year exam
- Inland Area Math and Science Institute: planning committee and instructional team

Coordinator:

- Leadership and pedagogical professional development for the California Technology Assistance Project
- Smaller Learning Communities, High School Transformation Program
- Curriculum resource development aligned to standards and state adopted materials
- Coaching and leadership academies
- Technology Strand, California Association of Bilingual Education (CABE) Conference for 2002-2005
- District Technology Program, Yucaipa-Calimesa Joint Unified School District
- Yucaipa Junior High School Site-Based Leadership Team
- Intel® Teach to the Future Master Teacher trainings: technology-enriched standards-based curriculum
- San Bernardino County Family Reading Rally: Technology Strand
- Beginning Teacher Support and Assessment (BTSA) Program Standard 16: Using Technology for Teaching and Learning

Curriculum, Professional Development, and Administrative Leadership, continued

Trainer/Facilitator/Instructor/Adjunct Faculty:

- Association of California School Administrators (ACSA), Curriculum and Instruction Academies: Closing the Achievement GAP Through the Use of Best Practices; Leadership for Equity and Diversity; Leadership and Literacy
- Los Angeles Drop Out Prevention Summit, America's Promise (Facilitator)
- *Culturally Proficient Leadership, Equity, and Social Justice*, Pepperdine University Graduate School of Education and Psychology, Doctoral Program for Educational Leadership, Administration, and Policy (Adjunct Faculty)
- *Inquiry: Research for Continuous Improvement*, Pepperdine University Graduate School of Education and Psychology, Doctoral Program for Educational Leadership, Administration, and Policy (Adjunct Faculty)
- *Research and Evaluation*, University of Redlands, Graduate School of Education, Masters of Arts in Education (Co-Instructor)
- *Technology Integration into Standards-based Curriculum*: University of California, Riverside; California State University, San Bernardino (Instructor)
- Data-Driven Decision-Making and Data Teams (Coordinator/Trainer/Facilitator)
- Principal's Classroom Walkthrough Using Hand Held Computers (Coordinator/Trainer/Facilitator)
- California School Leadership Academy (CSLA): Assessment and Accountability; Annual Symposium; and World Café (Instructor/Facilitator)
- California AB 75 Administrator Academy, Module III—Instructional Technology for Teaching and Learning (Writing Team/Coordinator for Region 10/Instructor)
- Cognitive CoachingSM National Training Associate
- Adaptive Schools National Training Associate: Facilitating and Developing Collaborative Groups
- Marzano's Research-based Instructional Strategies (Trainer, connections to peer and administrator classroom walkthroughs)
- Critical Thinking and Ethical Reasoning (Conference Presenter/Professional Development Trainer)
- 21st Century Skills, Pre-K-16: communication and information literacy; problem solving and critical thinking; collaboration and self-directedness
- Content Literacy Strategies for Grades 4-12 (Conference Presenter/Professional Development Trainer)
- Differentiated Instruction
- Integration of problem-based learning, contextual learning, and performance assessment into School-to-Career and Virtual High Tech High Programs
- Professional Learning Communities
- Understanding By Design—Standards-based Curriculum Design
- Designs for Learning—Elements of Research-based Professional Development Design and Implementation (Trainer/Coach for district design/development of professional learning plans)
- Lead Educational Agency No Child Left Behind annual plan (Trainer)
- Redlands High School Chemistry Club Outdoor Education Program: Integrating Writing, Archeology, Social Studies, Art, and Science (Instructor)
- Regional and State Grants (Grant Rubric Development, Writer, Trainer, Coach, Reviewer)

Research, Assessment, and Evaluation

- Design and complete program evaluations using Thomas Guskey's Five Levels of Evaluation for Professional Development
- Conduct research and evaluation for the Center for the Advancement of Small Learning Communities program (CASLE)
- Develop and implement needs assessment for CASLE and Region 10, California Technology Assistance Project's professional development program

Research, Assessment, and Evaluation, continued

- Assist in the development and modification of online databases for a regional, county, and district professional development catalog, online registration, and reports for program evaluation (RIMS CTAP Meta-database and the Office Management System/OMS)
- Provide professional development in Data-Driven Decision-Making and Data Teams for the Regional School and District Support System (RSDSS), Region 10, Riverside, Inyo, Mono, and San Bernardino counties, using protocols from the Center for Performance Assessment (Douglas Reeves)
- Participate as a Curriculum Management Audit Team Member: Educational Program Evaluation
- Provide instruction for California School Leadership Academy (CSLA) for California administrators: *Assessment and Accountability Module*
- Assist in development and implementation of AB 75 Principal Training, Module III: Using Technology for Teaching and Learning, including using data for assessment, evaluation, and systems management
- Assist in the design and implementation of systems change for program improvement schools (Vision, Innovation, and Power—VIP at SBCSS)
- Develop and provide instruction for administrator classroom walkthroughs using handheld computers; data to be used to guide continuous improvement dialogue
- Serve as Co-Instructor for *Research and Evaluation*, University of Redlands, Graduate School of Education, Masters of Arts in Education
- Serve as Adjunct Faculty for *Inquiry: Foundations of Participatory Action Research*, Pepperdine University Graduate School of Education and Psychology, Doctoral Program for Educational Leadership, Administration, and Policy

Volunteer Leadership and Community Involvement

- Chief Financial Officer and Board Member: The Discovertorium—Museum of Science and Humankind, a new museum coming to Riverside, CA
- Editorial Board Member: California Association of Professors of Educational Administrators (CAPEA)
- Redlands Educational Partnership (REP): Community Program for Scholarships and Recognition for Teachers in the Redlands School District, Charter Committee Member
- Children After School Total Learning Experience (CASTLE), Redlands YWCA, an after-school educational and community awareness program for youth: design and implementation
- American Association of University Women, *Women in Science, A Math and Science Conference for 8th Grade Girls*, The University of Redlands, Leader
- San Bernardino Santa Clause, Inc. for the Needy, Coordinator, Norton Air Force Base
- Redlands Amateur Communications Network (RACN), Advisor
- History Day Competition, Judge
- Redlands Citrus Belt Forensics League, Redlands High School Forensics Team, Judge, ten years
- Middle School Math Counts Competition Program, Instructor, Judge
- Smiley Elementary School Science Fair, Redlands USD, Judge, Science Fair Coordinator
- San Bernardino County Science Fair, Judge
- Computer Lab, Smiley Elementary School, Redlands USD, Instructor
- Coach, American Youth Soccer Association (AYSO)
- Assistant Coach, Redlands Baseball for Youth
- President, Treasurer, Welfare Treasurer, Norton Air Force Base Officers' Wives' Club
- Cub Scouts, Boy Scouts: Program Coordinator, Treasurer, Permit Coordinator, Den Leader

Sample Conference Presentations

- California Title I Conference: Culturally Proficient Learning Communities, Confronting Inequities Through Collaborative Curiosity; Conditions of Learning; Adaptive Schools, Facilitating and Developing Collaborative Groups

Sample Conference Presentations, continued

- California Association for Bilingual Education (CABE): Culturally Proficient Learning Communities, Confronting Inequities Through Collaborative Curiosity; Collaborative School–Parent Partnership Meetings for Special Education and English Learners
- Coach and Presenter, National Small Learning Communities Conference, From Structure to Instruction: Sharing Best Practices and Lessons Learned in Small Learning Communities and Small Schools: (a) Culturally Proficient Learning Communities: Ensuring Equity and Diversity in SLCs; (b) Closing the Gap and Increasing Achievement through Data Teams and Safe Environments; and (c) Engaging Students in Critical Thinking.
- California League of High Schools and the California Student Assistance Program: Cultural Proficiency and Equity in Small Learning Communities:
- West Coast Annual Effective Schools Conference: (a) “Getting Started with Small Learning Communities,” (b) “Student Voice Best Practices”
- Freshmen Transition Conference, South Boston, Virginia: Getting Started with Small Learning Communities
- Houston Independent School District: Problem-based Learning Institute
- Critical Thinking and Ethical Reasoning
- Cultural Proficiency, Equity, and Diversity in Small Learning Communities
- Content Literacy Strategies for Grades 4-12
- Using Data to Drive Instruction
- Using Technology for Administrator Classroom Walkthroughs with a Focus on Diversity (California Association for Bilingual Education)
- Teacher Professional Digital Portfolios for the Beginning Teacher Support and Assessment Program (BTSA) (Computer Using Educators)
- Supporting Differentiated Instruction and Literacy with Technology (California Reading Association, California Association for Bilingual Education, Computer Using Educators)
- Using Technology to Support Content Literacy Strategies for Grades 4-12 (California Reading Association, California Association for Bilingual Education, Computer Using Educators)
- Mind Mapping and Literacy (Inland Area Math and Science Project Kaleidoscope Conference)
- Adaptive Schools: Facilitating and Developing Collaborative Groups
- Electronic Resources for Math and Science (RIMS Math and Science Summer Institute)
- Parent and Student Digital Resources (San Bernardino County Family Reading Rally)

Personal Behaviors, Characteristics, and Skills

- Embrace an assets-based approach to learning
- Believe in all students’ success, respecting each child and his/her family
- Hold self and others accountable for results
- Collaborate and build trust, collegiality, and effective teams
- Communicate information clearly and concisely to all stakeholders in both written and oral formats
- Listen empathetically
- Coach staff for self-directedness
- Lead and motivate others to full commitment
- Attend to detail
- Practice systems thinking
- Use data to inform decisions
- Reflect on my personal practice
- Write scholarly articles, reports and grants
- Create effective and engaging learning opportunities based on research and adult pedagogy
- Design standards-based curriculum, assessment, and professional development
- Use and direct the development of online databases, needs assessments, registration, and reporting
- Embrace and grow in Habits of Minds <http://www.instituteforhabitsofmind.com/>

References

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