# SPRING 2012 CAEP CONFERENCE – PRESENTER BIOS

#### **MELANIE BIERMANN**

Vice President for Membership and State Relations TFAC

Melanie J. Biermann is the Vice President for Membership and State Relations with TEAC. Her work and research has been rooted in social studies education with particular interests in local history and government.

# **KIM BOYD**

Dean, College of Education Oral Roberts University

Kim Boyd is Dean of the College of Education. Previous to her current position she served as Associate Dean, instructor/professor and classroom teacher. Boyd was appointed by the Governor of Oklahoma to serve as a Commissioner for the Oklahoma Commission for Teacher Preparation. Additionally, she is one of a nine-member advisory board for the National Council for Accreditation of Teacher Education to inform and conduct the training of Board of Examiners for accreditation visits. She is an NCATE Board of Examiner chair, and conducts the training for the state BOE members.

# **ROBERT N. CARSON**

Professor of Educational Foundations Montana State University Bozeman

Robert N. Carson is Professor of Educational Foundations at Montana State University Bozeman, and serves as Director of the Northern Plains Transition to Teaching program, now in its ninth year of operation. He has successfully guided both NCATE and TEAC accreditations for his college, and has served as a presenter at the first annual CAEP meeting held in Washington, DC in September 2011. He draws upon research in cultural archaeology, cognitive science, cultural history, philosophy, and psychology to study the cultural and cognitive emergence of mathematics, science, literature and the arts.

JAMES G. CIBULKA
President
NCATE/CAEP

Jim Cibulka is President of the National Council for Accreditation of Teacher Education (NCATE) in Washington, D.C. Since the beginning of his presidency in 2008, Cibulka has led a redesign of NCATE accreditation to ensure that it serves as a lever for change and reform in educator preparation to better meet urgent national P-12 needs. Under his leadership, NCATE's redesign focuses on moving educator preparation to excellence through continuous improvement and research-based transformation. Cibulka also serves as president of the new unified accrediting body, the Council for the Accreditation of Educator Preparation (CAEP), which is scheduled to become fully operational in 2013.

### **RENEE H. CONNOLLY**

Asst. Dean for Assessment College of Education, University of South Carolina

Renee Connolly is a BOE member and a South Carolina State Reviewer. Her position in the College of Education at USC includes management and oversight of the assessment system, external reporting requirements, and data collection, maintenance, and analysis. Teaching interests include assessment in higher education and undergraduate first-year transition issues.

# **DEB ELDRIDGE**

Senior Vice President NCATE

Deb Eldridge is Senior Vice President of the National Council for Accreditation of Teacher Education (NCATE). She provides support and leadership for all aspects of accreditation as NCATE moves forward to unification with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP). Her specific duties include overseeing all accreditation processes to ensure excellence, rigor, and consistency; working with institutions to further develop the transformation initiative pathway to accreditation; working with international institutions seeking NCATE accreditation and expertise; and encouraging high quality alternate preparation providers to become accredited.

Deb previously served as the Dean of Education at Lehman College of the City University of New York; and was the Principal Investigator of an innovative, 5th year clinical residency program funded by the U.S. Department of Education under the Teacher Quality Partnership (TQP) initiative. She is the author of *Teacher Talk: Multicultural Lesson Plans for the Elementary Classroom* (1998). In addition to a variety of articles ranging from literacy learning, teaching with technology, and the integration of aesthetic education in teacher preparation, she is co-author of *(dis)Comfort Zone: At the Edge of Excellence in Literacy Teaching and Learning* (2010).

# **RONALD F. FERGUSON**

Senior Lecturer in Education and Public Policy Harvard University

Ronald Ferguson is Senior Lecturer in Education and Public Policy at the Harvard Graduate School of Education and the Harvard Kennedy School. He is also an economist and Senior Research Associate at the Malcolm Wiener Center for Social Policy. He has taught at Harvard since 1983, focusing on education and economic development. His research and writing for the past decade have focused on racial achievement gaps, appearing in a variety of publications. His most recent book is *Toward Excellence with Equity: An emerging vision for closing the achievement gap*, published by Harvard Education Press. He is the creator of the Tripod Project for School Improvement and also the faculty co-chair and director of the Achievement Gap Initiative at Harvard University.

### **FRANK HUANG**

Chief of Information

### **NCATE**

Frank Huang is Chief of Information at National Council for Accreditation of Teacher Education (NCATE). He provides advice and assistance to the Senior Vice President on IT acquisition and management; develops, maintains, and facilitates the implementation of a sound and integrated IT architecture. He promotes an effective and efficient design and operation of all major information technology systems within the organization, including improvements to work processes, and managing the database while ensuring that AIMS supports the needs of current accreditation process for both NCATE and TEAC.

Frank was previously a Senior System Engineer for Electronic Data Systems (EDS). Upon accepting his new position, he was responsible for designing the Accreditation Information Management System (AIMS) which was built in-house to specifically match NCATE's database needs. This system has redesigned the accreditation process and brought it to a whole new level of effectiveness and consistency as well as a systemic application of policy.

#### YI HUANG

Vice President for Accreditation NCATE

Yi Huang joined NCATE from the University of Maryland Baltimore County (UMBC), where she led and participated as a faculty member, policy advisor, and system designer on a wide range of educational change projects with teacher education programs, local school systems and state, regional, and national accreditation agencies. She has worked extensively in the fields of accreditation, assessment, technology, and arts infused education. She has served as an accreditation examiner at state and national levels and has chaired numerous Board of Examiner (BOE) teams for NCATE.

Huang holds an M.A. and a Ph.D. in Ethnomusicology, an M.A. and two post baccalaureate certificates in Instructional Systems Development, Training Systems and Computer/Web-Based Training from UMBC, and a professional certificate in Integrated Planning and Assessment from the Society for College and University Planning. The recipient of numerous awards for her achievements in music and dance, she has performed at diplomatic and public events around the world

JOHN E. JACOBSON
Dean of Teachers College
Ball State University

In less than 10 years, Jacobson has gone through two successful reaccreditation visits and hosted two Board of Examiner training workshops. From 2000-2003 Jacobson served as NCATE coordinator at the University of Missouri Kansas City just prior to their site visit. He then became dean of education at Stephen F. Austin (SFASU) four years prior to their reaccreditation visit in 2007. In 2008 SFASU hosted the NCATE Board of Examiner Training. He became dean of Teachers College at Ball State University (BSU) in 2009 - two years prior to their reaccreditation visit. In November 2011, BSU hosted the NCATE Board of Training. Jacobson has 15 years of service as classroom teacher and school principal and 22 years in higher education. He is an accomplished scholar and researcher, has published numerous articles, monographs and book chapters, and has delivered over 100 scholarly papers at state, national and international meetings and conferences.

### **DANA LEON-GUERRERO**

Accreditation Associate NCATE

Dana Leon-Guerrero manages the Preconditions and Annual Review processes and coordinates the work of the Annual Report and Preconditions Audit (ARPA) Committee. Her responsibilities entail supporting institutions seeking First Accreditation and providing ongoing support for all units preparing for accreditation visits. In addition, Ms. Leon-Guerrero plays a critical role in the professional development of new Board of Examiner members and the administration of the Accreditation Center for Excellence (ACE) system.

Prior to joining NCATE, Ms. Leon-Guerrero conducted research and outreach projects for national nonprofit organizations. She earned a Master of Arts from the Education Policy and Social Analysis Department at Teachers College, Columbia University. Her research interests are teacher preparation and teacher identity development and draws extensively from her K-8 classroom teaching experience.

**MARK LACELLE-PETERSON** President

TEAC

Mark LaCelle-Peterson is President of the Teacher Education Accreditation Council (TEAC), a national agency with 127 accredited programs at 100 institutions in 25 states. He served as a member of the Joint TEAC/NCATE Design Team that developed the proposal to create the Council for the Accreditation of Educator Preparation. Prior to joining TEAC as VP, he held a variety of faculty and administrative posts in public and private higher education.

LaCelle-Peterson's involvement in educational reform activities includes co-founding and directing a center for partnerships with urban schools in Rochester (NY), development of a transition to teaching program to provide highly qualified teachers for urban schools, and the development of a community-based, two-way bilingual charter school. He has served on the boards of New York State's AACTE and ATE affiliates. His involvement in program evaluation research began in the early 1990s when he provided technical assistance to school districts and IHEs on the evaluation of federally-funded bilingual education programs.

He has written on equity in assessment for English Language Learners, democratic teacher education, and faculty development in higher education. He earned a BA in Scandinavian Studies and English, and an MA in International Development Education at the University of Minnesota, and the EdD at Harvard University. His interest in medieval Scandinavia and Britain continues, stoked most recently by participation in an NEH Institute on Anglo Saxon England.

### **CHARLES LOVE**

Dean, School of Education University of South Carolina Upstate

Charles Love has served as the dean of the School of Education at the University of South Carolina Upstate since 1999. He has been involved with NCATE as a member of the Board of Examiners (BOE) and serves on the BOE Advisory Board. He also serves on the Unit Accreditation Board (UAB). He has

held numerous teacher and administrative positions in the public schools, and colleges and universities. He is very active in local, state and national educational organizations where he serves in consulting roles and conducts workshops and seminars. His research interests are in school leadership, professional development for teachers and schooling.

# **MONIQUE C. LYNCH**

Vice President, Program Review, NCATE

Monique is responsible for the development and implementation of NCATE's electronic program review system. She collaborates with the Specialized Professional Associations (SPAs) to train national program reviewers, develop program review guidelines, and develop reviewer training materials. She coordinates the program review process and provides primary staff support for the SASB Standards and Process and Evaluation Subcommittees.

# **VICTORIA MARQUESEN**

Associate Dean Colorado State University – Pueblo

Victoria Marquesen is the Associate Dean in charge of Teacher Education at Colorado State University – Pueblo in Pueblo, Colorado, and the principal author for the university's 2011 TEAC *Inquiry Brief*. Dr. Marquesen received her master's and doctorate in Developmental and Child Psychology from the University of Kansas, receiving additional training in Special Education through post-doctoral work at Ohio State University. Dr. Marquesen has been a teacher educator for over 20 years. Her most recent professional interests include the development and use of teacher education information management systems.

### **NICK MICHELLI**

Presidential Professor City University of New York (CUNY)

Nick Michelli is Presidential Professor in the City University of New York's Ph.D. Program in Urban Education, based at CUNY's Graduate Center in Manhattan. Prior to that he was Professor and Dean at Montclair State University and University Dean for Teacher Education at CUNY. He has participated in more than a dozen NCATE visits and chaired many of them. His interests include urban education, social justice and democratic education, public policy, large scale evaluations, international accreditation and planned educational change.

### JENNIFER WILLIAMS MOUR

Assistant Professor of Education Methodist University, Fayetteville, NC Jennifer Mour is Director of Field Experience and Student Teaching, and NCATE Co-Coordinator at Methodist University. As the NCATE Co-coordinator, she and the Coordinator led the Methodist University Education Program through a successful NCATE re-accreditation visit in spring 2011. She is experienced in elementary education methods and integrating the arts as a teaching tool in the elementary classroom.

### YVONNE NOLAN

Associate Professor of Education Methodist University Fayetteville NC.

Yvonne Nolan is Education Department Chair, Special Education Coordinator and NCATE Coordinator. She led the Methodist University Education Program through a successful NCATE re-accreditation visit in spring 2011. Nolan is experienced in teaching students with special needs across exceptionalities and in a variety of settings. Areas of interest include instruction in the conducting of functional behavioral assessments to aid in the development of positive behavioral supports, and co-teaching and collaboration to ensure student success

### **AARON POPHAM**

Assessment and Accreditation Coordinator Brigham Young University

Aaron Popham serves as the assessment and accreditation coordinator for the David O. McKay School of Education at Brigham Young University. He has served on the McKay School's accreditation council for a TEAC and two NCATE accreditation cycles. He also serves on the State of Utah's Teacher Education Accreditation Advisory Council that has supported its 10 membership institutions in completing their NCATE and TEAC accreditation cycles. Aaron's research interests include the impact of accreditation on the culture, practices, and curriculum in educator preparation programs; data-driven decision making and data systems; and the reliability and validity of educator preparation assessments.

# DIANA W. RIGDEN

Executive Vice President TEAC

Diana Wyllie Rigden, executive vice president of the Teacher Education Accreditation Council (TEAC), supports TEAC's national and regional projects and its ongoing review of standards; conducts accreditation site visits and audits; serves as a liaison with the Council for Higher Education Accreditation (CHEA), the U.S. Department of Education, and the Association of Specialized and Professional Accreditors (ASPA); facilitates TEAC's internal operations; serves as a staff representative to the Council for the Accreditation of Educator Programs (CAEP) Board; and represents TEAC in public forums and professional meetings.

Prior to joining TEAC in 2006, Rigden was Senior Associate with the American Association of Colleges for Teacher Education (AACTE) where she co-directed two multi-state efforts to improve teacher preparation and to honor exemplary teachers, conducted a research project on the alignment of teacher licensure tests with scientifically-based reading research, and executed a feasibility study of the *Arts and Sciences/Teacher Education Collaboration (ASTEC)*.

A former high school English teacher and college instructor, Rigden has advised corporate grant-makers on their support of education, worked for a major college textbook publisher, written a bibliography and reference guide on two modern American poets, and co-authored a college textbook for English composition. Her doctorate in literature is from Bowling Green State University (Ohio), and her master's degree in literature is from the University of Tennessee, Knoxville.

### **ROBERT A. SHAW**

Dean, School of Education Westminster College

Robert Shaw is Dean of the School of Education at Westminster College in Salt Lake City, Utah. In 2005 Westminster was the first education program in Utah to receive TEAC accreditation, and in 2010 we successfully completed renewed accreditation through 2020. Dean Shaw is an educational psychologist who studies child development, learning theory, and services for students with learning disabilities.

#### **ELIZABETH A. VILKY**

Accreditation Associate, Program Review NCATE

Elizabeth Vilky plays a major role in the management of the program review process. These responsibilities include development and management of a system for maintaining, updating and checking the accuracy of program data, managing program report submissions, program reviewers and the status of reviews. She develops documents to assist institutions and program reviewers.

Elizabeth is responsible for developing expertise in the unique characteristics of the SPA and SPA reports, creating reviewer teams, informing SPAs of assignments, informing teams of assignments, monitoring reviewer progress, evaluating reviewer reports and working with audit teams. Elizabeth provides telephone support to institutions on most areas related to program review.

# **STARLIN WEAVER**

Professor of Science Education Salisbury University

Starlin Weaver is a professor of science education at Salisbury University in Maryland. She has served as an NSTA program reviewer, a Board of Examiner member appointed by AACTE and the NCATE coordinator at her university. She teaches courses in science pedagogy, classroom management, classroom assessment and environmental education.