

Attachment 2: Applications and Resumes of IQC-Recommended Health Education CFCC Applicants

On January 20, 2017, the Instructional Quality Commission (IQC) took action to recommend to the State Board of Education (SBE) 20 applicants for appointment to the Health Education Curriculum Framework and Evaluation Criteria Committee (CFCC).

The applications and resumes for the 20 recommended applicants are provided in this attachment to the March 2017 SBE agenda item titled: *Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019 Revision: Approval of Curriculum Framework and Evaluation Criteria Committee Guidelines and Appointment of Members of the Curriculum Framework and Evaluation Criteria Committee.*

Copyright California Department of Education, January 2017

Darren McDonald

Principal

Morgan Hill Unified School District

Education

- Master of Arts in Education
Fresno Pacific University
- Bachelor of Arts in Teacher Education
Bethany University

| | | | |
|-------------------------------|--|-------------------------------------|------------|
| Grade Level Experience | K-2, 3-5, 6-8 | Years of Teaching Experience | 14 Year(s) |
| Subject Taught | K-6 Multiple Subject Classroom, Physical Education | | |
| Ethnicity | White | Gender | Male |

Experience Teaching English Learners

Yes

Grades 2-8, 14 years

CLAD, ELAchieve

Experience Teaching Students with Disabilities

Yes

Grades 2-8, 14 years

Standards-Based Interdisciplinary Instructional Experience

What's for Breakfast?

Students:

- Learn why a nutritious breakfast is part of a healthy diet
- Create a healthy breakfast menu

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

Healthy Harry's is a local fast food restaurant looking to expand its menu to include breakfast. To make it appealing to teens, Healthy Harry's has hired you to design a mock-up for a website to promote its new breakfast menu. Figure out some healthy breakfast options that Harry's could serve. Then sketch what the main page of your site should look like. On your website, include the following items:

- Healthy Harry's new breakfast menu
- The reasons why Harry's is selling breakfast
- An explanation of what makes the breakfast options healthy

Using the nutrition facts provided online by most major fast food chains, compare breakfast foods in terms of information like calories, fat, sodium, vitamins, and minerals. Based on your comparison, select items to create the healthiest breakfast.

Differentiated Instruction for a Diverse Student Population

The "What's for Breakfast" lesson can be differentiated by having EL students make a picture book of what they had for breakfast, and then work with a partner or small group to plan a healthy breakfast. Vocabulary development on individual picture cards of words for a healthy breakfast. Collaboration with small groups to develop a breakfast together that echoes what the individual website could be.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Alcohol, Tobacco, and Other Drugs

Over the past 14 years, I have had the opportunity to teach mainly in the 6th grade. One main subject area for 6th grade is Growth, development, and sexual health. Each year, I put together a unit that helps the 6th graders realize and discover their growth and development. In addition, nutrition and physical activity is always focused on throughout the year. Physical education plays a key role in a student's success and their daily diet or intake of sugars greatly effects a student to learn.

Previous Committee Experience

Last year, I was a part of our District's exploration and decision for the new math adoption. I piloted in my classroom one of the potential math curriculum, CPM, then reported to the committee my findings. The committee met monthly throughout the school year and then presented the pros and cons for our committee to vote on math curriculum for the next 7 years for MHUSD.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

No

Question 2

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

References

- Steve Betando
Superintendent
Morgan Hill Unified School District
- Heather Nursement
Principal
Morgan Hill Unified School District
- Teresa Sermersheim
Principal
Morgan Hill Unified School District

Supervisor

Ramon Zavala
Assistant Superintendent of Educational Services

Darren J. McDonald

Professional Experience

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|--------------|--|
| 2016-present | Principal El Toro Elementary School, Morgan Hill Unified School District |
| 2014-2016 | Classroom Teacher, LEAD Teacher, Grade 6 PA Walsh STEAM Academy, Morgan Hill Unified School District |
| 2013-2014 | Classroom Teacher, Grade 6 Allen at Steinbeck, San Jose Unified School District |
| 2012-2013 | Classroom Teacher, Grade 2 Graystone Elementary, San Jose Unified School District Interim Assistant Principal (Feb 2013 thru end of school year) Graystone Elementary & Los Alamitos Elementary |
| 2008-2012 | Classroom Teacher, Grade 6 McAuliffe Elementary School, Panama-Buena Vista Union School District |
| 2008-2011 | District Administrative Trainee Program Panama-Buena Vista Union School District |
| Summer 2009 | 7 th Grade ELA Teacher University Preparatory Academy, East Side Union School District |
| 2006-2008 | Classroom Teacher, Grades 7-8 Tevis Junior High School, Panama-Buena Vista Union School District |
| Summer 2008 | 3 rd Grade ELA Enrichment Teacher Berkshire Elementary School, Panama-Buena Vista Un. Sch. District |
| Summer 2007 | 5 th Grade ELD Teacher Ascension Solorsano Middle School, Gilroy Unified School District |

| | |
|-----------|---|
| 2005-2006 | Classroom Teacher, Grade 3 Country Lane Elementary, Moreland School District |
| 2004-2005 | Classroom Teacher, Grades 6-8 Crossroads Christian School, Morgan Hill, CA |

Education

Masters, Administrative Services, Fresno Pacific University, 2009
 Teacher Education Program, Bethany University, 2004
 B.A., Social Science, Bethany University 1994

Credentials

Certificate of Eligibility, Administrative Services
 California Multiple Subject, Professional Clear, CLAD

Summary of Professional Experience

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|--------------|--|
| 2014-present | <p>I was the initial applicant for PA Walsh to become an Innovative Academy with the San Jose Tech Museum. We were interviewed by the Tech and PA Walsh was 1 of 6 schools chosen from all over the Bay Area and we became the first MHUSD school site to partner with the Tech Museum, and I continue to be a key member in the professional development and lesson development of engineering for our staff. I was chosen to participate in the first ever STEAM Badge program with the Santa Clara County Office of Education, only 25 educators chosen in total out of 100's that applied, and I completed all 4 badges. I directed a group of students to the Khan Academy/LearnStorm 2015 Finals, received a \$15,000 grant for technology use at our site and received another \$5,000 grant for technology in 2016, I am a Khan Academy Ambassador which trains and equips schools all over the Bay Area to participate in LearnStorm. Started America's Battle of the Books for 2 school sites, PA Walsh and El Toro, and led a school to school battle for 2 years, now. I was awarded a MHigrant for student intervention call "Get STEAMified" that effected 3 grade levels and hundreds of Walsh students. I am a site leadership member, PBIS Coordinator, LEAD teacher, member of the district TAC team, run lunchtime intramural sports program for over 100 students, I am a grade level leader, led an introduction to a technology seminar for classified staff professional development, directed 4 after school drama plays and started a drama club called "S.T.A.R.S.",</p> |
|--------------|--|

created a school wide program called “Give One, Feed One,” and collected over 1250 pounds of food donated to a local business, Cecilia’s Closet.

- 2012-2014 Selected to finish the school year as the interim Assistant Principal for 2 schools. Started America’s Battle of the Books, sports coordinator for lunchtime sports program, school site council, school leadership team, PBIS Coordinator and Coach, and site coordinator for CSET testing.
- 2008-2011 Selected to participate in district 3 year administrative trainee program and completed. Attended Professional Learning Community conferences in San Francisco and Las Vegas. Classroom teacher for all subjects for sixth graders. Boys Basketball coach, grade level leader, and site coordinator for History Day. Facilitated and directed all-school production of *The Lion, the Witch, and the Wardrobe*. Attended full-time at the Masters program for School Administration at Fresno Pacific University’s Bakersfield campus. Created school-wide fitness program called *Run The Planet*, where all students, teachers, and families run every Wednesday and as a school, we circumnavigate the globe.
- 2006-2008 Site coordinator for History Day program. Initiated 8th grade honors history course in conjunction with the Center for Civic Education and We The People programs. Site coordinator for sports officiating program, trained students to officiate after-school elementary games. Facilitated school drama program, and after-school drama productions. Taught video/audio technician class for school. Coached Boys Basketball and Girls Volleyball, Back-to-Back So. Cal State Champions 2007-2008.
- 2005-2006 Instituted district wide computer-driven report card program. Completed BTSA program in one year. Initiated, organized, and implemented school intramural program for grades 4 thru 5. Partnered with counselor on interventions for students and parents. Linked campus to outside agencies to provide additional educational opportunities for students.
- 2004-2005 Implemented and coordinated a school site science fair. Coached after school boys flag football and boys basketball teams. Conducted curriculum related in-service training at school site. Started school drama program, and video/audio technician classes for school and church. Additional classroom experiences available upon request.

References

Available upon request

Miguel Perez**Professor**

Fresno State

Education

- Doctor of Philosophy
Pennsylvania State University
- Master of Science
Pennsylvania State University
- Bachelor of Arts in Research in Mental Health
California State University, Dominguez Hills

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|-------------------------------|------------------|-------------------------------------|-----------|
| Grade Level Experience | 6-8, 9-12 | Years of Teaching Experience | 0 Year(s) |
| Subject Taught | Health Education | | |
| Ethnicity | Hispanic/Latino | Gender | Male |

Experience Teaching English Learners

Yes

higher education over 20 years

Experience Teaching Students with Disabilities

Yes

higher education over 20 years

Standards-Based Interdisciplinary Instructional Experience

My teaching focuses on standards-based curricula and as a member of the panel that drafted the original standards for the State of California, I have made it a life-long mission to teach my students by example incorporating national and state standards in each of the health education lessons I teach.

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

Differentiated Instruction for a Diverse Student Population

Diversity has many definitions and can be found in different "flavors" in our multicultural classroom. Health education needs to lead to health literacy, meaning that people must be able to apply their knowledge to every day situations. Addressing the differences found in the classroom is one of the key requirements for any health educator who wishes to serve as a resource person as required by the entry level competencies for health educators I regardless if those differences are found in learning styles, ethnic/racial backgrounds, sexual orientation, or developmental differences.

Areas of Expertise and Leadership

Health Content Areas: Growth, Development, and Sexual Health, Personal and Community Health

I have many years in teaching preparation programs, have served on national committees and organizations designed to advance health education at all grade levels. During that time I have also served as a consultant to many local, regional, state, national, and international programs designed to incorporate and develop healthy schools concepts.

Previous Committee Experience

Of significant importance was my involvement with the panel that drafted the current health education standards for the State of California.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

I have published a textbook with Wiley Publishers. The textbook, however, is geared to a college audience.

Question 2

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

Not to the best of my knowledge.

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

I receive royalties for two books published by Wiley Publishers.

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

My publications are geared to an academic community at the college level rather than a K-12 education.

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

Not to the best of my knowledge.

References

- Dr. William Dailey
Instructor
Fresno City College

- Martha Adriasola-Martinez
Teacher

Supervisor

Kara Zograqfos
Department Chair

Miguel A. Perez, Ph.D., MCHES

EDUCATION

| | |
|--|------|
| Doctorate of Philosophy <i>The Pennsylvania State University</i> | 1994 |
| Dissertation: An assessment of HIV/AIDS risk factors among Pennsylvania's Hispanic/Latino Farmworkers. | |
| Master of Science <i>The Pennsylvania State University</i> | 1993 |
| Thesis: Migrant adolescents: Knowledge and attitudes regarding HIV/AIDS | |
| B.A Research in Mental Health (Honors) <i>California State University, Dominguez Hills</i> | 1991 |

PUBLICATIONS

Books

Pérez, M.A., Pinzon-Perez, H.L., & Alonso, L.M. (2007). Promoción de la Salud: Conceptos y Aplicaciones. [Health Promotion: Concepts and Applications]. Barranquilla, Colombia: Ediciones Uninorte.

Edited Books

Pinzon-Perez, H. & Pérez, M.A. (Editors). (2016). Complementary, Alternative and Integrative Health: A Multicultural Perspective. San Francisco, CA: Wiley.

Pérez, M.A., & Luquis, R. (Editors). (2014). Cultural Competence in Health Education and Health Promotion. San Francisco, CA: Jossey Bass Publishers.

Pérez, M.A., & Luquis, R. (Editors). (2008). Cultural Competence in Health Education and Health Promotion. San Francisco, CA: Jossey Bass Publishers.

Publications: Book Chapters

Pinzon-Perez, H., Perez, M.A., & Luquis, R. (2016). Complementary, alternative, and integrative Health: Beyond the paradigm of CAM. In H. Pinzon-Perez and M.A. Perez (Eds). Complementary, Alternative and Integrative Health: A Multicultural Perspective (pp.323-350). San Francisco, CA: Wiley.

Luquis R.R., & Pérez, M.A. (2014). Cultural competency and health education: A window of opportunity. In M.A. Perez and R.R. Luquis (Eds). Cultural Competence in Health Education and Health Promotion (pp. 293-310). San Francisco, CA: Jossey Bass Publishers.

Pérez, M.A. (2014). Foundations for health literacy and culturally appropriate health education programs. In M.A. Perez and R.R. Luquis (Eds). Cultural Competence in Health Education and Health Promotion (pp. 217-240). San Francisco, CA: Jossey Bass Publishers.

Zografos, K. & Pérez, M.A. (2014). Health disparities and social determinants of health: Implications for health education. In M.A. Perez and R.R. Luquis (Eds). Cultural Competence in Health Education and Health Promotion (pp. 59-86). San Francisco, CA: Jossey Bass Publishers.

Pérez, M.A. & Luquis, R.R. (2014). Implications of changing US demographics for health educators. In M.A. Perez and R.R. Luquis (Eds). *Cultural Competence in Health Education and Health Promotion* (pp. 1-21). San Francisco, CA: Jossey Bass Publishers.

Pérez, M.A. (2013). Community health and minorities. In J.F. McKenzie and R.R. Pinger (Eds). *An Introduction to community health – (Brief Edition, pp. 183-199)*. Burlington, MA: Jones & Barlett Learning.

Luquis, R.R., & Pérez, M.A. (2008). Cultural competence and health education: Challenges and opportunities for the twenty-first century. In M.A. Perez and R.R. Luquis (Eds). *Cultural Competence in Health Education and Health Promotion* (pp. 231-242). San Francisco, CA: Jossey Bass Publishers.

Aguilera, C., Dailey, W., & Pérez, M.A. (2008). Aging and health education: Partners for learning. In M.A. Perez and R.R. Luquis (Eds). *Cultural Competence in Health Education and Health Promotion* (pp. 201-210). San Francisco, CA: Jossey Bass Publishers.

Pérez, M.A. (2008). Strategies, practices, and models for delivering culturally competent health education programs. In M.A. Perez and R.R. Luquis (Eds). *Cultural Competence in Health Education and Health Promotion* (pp. 183-197). San Francisco, CA: Jossey Bass Publishers.

Pérez, M.A., & Luquis, R. R. (2008). Changing US demographics: Challenges and opportunities for health educators. In M.A. Perez and R.R. Luquis (Eds). *Cultural Competence in Health Education and Health Promotion* (pp. 1-19). San Francisco, CA: Jossey Bass Publishers.

Pérez, M.A., & Pinzon-Pérez, H.L. (2004). Sexual health issues among US Latinos. In R.T. Francoeur and J. Noonan (Eds). *International Encyclopedia of Sexuality* (pp. 1154-1160). New York: The Continuum International Publishing Group Inc.

Pérez, M.A. (2000). La violencia entre los jóvenes Colombianos: Un reto para la bioética moderna [Violence among Colombian youth: A challenge for modern bioethics] In J. Triana (Ed). *Bioética y calidad de vida* (163-174). Bogotá, Colombia: Ediciones El Bosque.

Pérez, M.A., & Pinzón, H.L. (1998). Latino perspectives on sexuality. In P.B. Koch & D. Weiss, (Eds.), *Sexuality in America* (pp. 49-62). Tennessee: Continuum Press.

Pérez, M.A., & Pinzón, H.L. (1997). Latino perspectives on sexuality. In D. Weiss & P. B. Koch (Eds.), *International Encyclopedia of Sexuality* (pp. 1423-1436). Tennessee: Continuum Press.

Pérez, M.A., & Fennelly, K. (1996). Risk factors for HIV and AIDS among Latino farmworkers in Pennsylvania. In S. Mishra, P.F. Conner, & R.F. Magaña (Eds.), *AIDS crossing borders: The spread of HIV among migrant Latinos* (pp. 137-155). Boulder, CO: Westview Press.

Publications: Peer Reviewed Articles

Arboleda, J. Pérez, M.A., Gonzalez, A., & Pérez, A. (2015). Analisis comparativo del bajo peso al nacer entre madres adolescentes y mujeres adultas que alumbraron en el Hospital Regional Antonio Musa en el periodo 2008 – 2011. *Revista Dominicana de Investigacion para la Salud*, 1(1): 22-36.

Rios-García, A.L., Alonso-Palacio, L.M., Erazo-Coronado, A.M., & Pérez, M.A. (2015). Food security overview: The Colombian Experience. *Salud Uninorte*, 31(1): 181-189.

David Rodgers

Teacher

Visalia Unified School District-Golden West High School

Education

- Bachelor of Science in Health Science, Community Health Option
California State University, Fresno
- Bachelor of Arts in Communications Management/Journalism
California State University, Fresno
- Emergency Medical Technician Certification
College of the Sequoias

| | | | |
|-------------------------------|------------------|--|------------|
| Grade Level Experience | 9-12 | | 23 Year(s) |
| | Health Education | | |
| | White | | Male |

Experience Teaching English Learners

No

High School Level 17 years

CLAD Certificate from Cal Poly Pomona

Experience Teaching Students with Disabilities

No

Standards-Based Interdisciplinary Instructional Experience

Unit Statement: In this unit, the student will examine communicable diseases - their transmission, prevention, control, and the pathogens that cause them.

Essential Outcomes: (must be assessed)

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

1. The Student Will define infectious disease and pathogen.
2. TSW classify the ways infectious diseases are spread as through direct or indirect contact.
3. TSW describe behaviors that prevent the spread of disease.
4. TSW explain how a vaccine protects the body from disease and evaluate the effectiveness of vaccines.
5. TSW explain how the immune system protects the body from disease.
6. TSW distinguish between bacteria and viruses.
7. TSW describe the effects and treatment of common bacterial and viral diseases.
8. TSW distinguish between HIV and AIDS, and describe how they are transmitted and prevented.
9. TSW identify and describe common STDs, including their transmission rates, calculations, and prevention.

Suggested Activities/Assessment:

- Research a disease and present findings to the class.
- Demonstrate knowledge of vocabulary and concepts through a written exam.
- Create a table of available vaccines and the diseases they protect against.
- Use a diagram to compare and contrast the good and bad of bacteria.
- Research vaccination availability and requirements of the home and host countries. (Chapter 13, Section 2: Life Skills - Public Health Vaccinations worksheet)
- Write a story in which a pathogen is the narrator of its life.
- Chapter 13 Resources
 - o Demonstration - Direct contact (LH Teacher Edition page 318)
 - o Reteaching - Avoiding infection game (LH Teacher Edition page 328)
 - o Using the Table - Symptom Flowchart (LH Teacher Edition page 332)
 - o Section 1: Life Skills - Treating a Disease
 - o Section 3: Concept Review worksheet
- Chapter 20 Resources
 - o Decision-Making Activity: Public Health Campaign
 - o Alternative Assessment
- Chapter 21 Resources

Differentiated Instruction for a Diverse Student Population

This lesson is gender neutral, but I need to make the content, lesson, environment, and assessment process to be one that work for all students. The lesson involves students distinguishing between various viruses and bacterias. A English learner, in my class, could put together a Google slides or Power point presentation to show me the concepts they have learned, even if in their native language. I am a very visual person, so students can read various passages, and use pictures or drawings to represent what they have learned. These are just some examples of how I differentiate.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Mental, Emotional, and Social Health, Personal and Community Health

I am a Certified Health Education Specialist (CHES), I have over 20 years of teaching middle school and high school health science. I am a EMT employed by two local ambulance companies, developed middle school health curriculum for my district, been on the California Health Kids Preview group that watches and provides input for purchasing videos for the state organization. I have been involved with the district sexual health committee, selecting lessons and providing input into the selection of materials. I have also presented at state health conferences on suicide and mental and emotional health.

Previous Committee Experience

I have served on various committees, at the district level, that develop curriculum for health education. I designed a middle school curriculum for our district back in the late 1990s. I have been on the California Health Kids Preview group that watches and provides input for purchasing videos for the state organization. I have been involved with the district sexual health committee, selecting lessons and providing input into the selection of materials.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

NO

Question 2

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

NO

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

NO, other than the California Health Kids Resource Center that paid me a few times to review materials. I think it was around \$50, but its been so long I cannot remember. I have not, and I do not think that still have a position like that. It has been many years. I don't know if they provided input to CDE.

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

NO

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

NO

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

NO

References

- Stephani Callahan-Clark
Teacher
Mount Whitney High School
- Dave Roebuck
Teacher
Golden West High School
- Manny Santoyo
Paramedic
Porterville College & Imperial Ambulance

Supervisor

Jose Fregoso
Principal, Golden West High School

DAVID W. RODGERS

EMPLOYMENT HISTORY

VISALIA UNIFIED SCHOOL DISTRICT, TEACHER, AUGUST 1994–PRESENT

AMERICAN MEDICAL RESPONSE (AMR), PART-TIME EMERGENCY MEDICAL
TECHNICIAN, APRIL 2005–AUGUST 2016 (COMPANY LEFT COUNTY)

EXETER DISTRICT AMBULANCE, PER-DIEM EMERGENCY MEDICAL TECHNICIAN,
JUNE 2016–PRESENT

MOBILE SOUND PRODUCTIONS, MOBILE DJ SERVICE, OWNER AND OPERATOR,
JANUARY 1983–PRESENT

BUCK OWENS PRODUCTION, RADIO PERSONALITY @ KUZZ, OCTOBER 2014 TO
PRESENT

PORTERVILLE COLLEGE, ADJUNCT EMT INSTRUCTOR/PROFESSIONAL EXPERT,
AUGUST 2005 TO 2010

EDUCATION

ROOSEVELT HIGH SCHOOL, FRESNO, CA, 1985

CALIFORNIA STATE UNIVERSITY, FRESNO, SEPTEMBER 1985 TO MAY 1993.
BACHELOR OF ARTS IN COMMUNICATIONS MANAGEMENT/JOURNALISM AND
BACHELOR OF SCIENCE IN HEALTH EDUCATION. TEACHING CREDENTIAL, MAY
1993.

Robert LaChausse**Department Chairman and Professor, Dept. of Public Health Sciences**

California Baptist University

Education

- Doctor of Philosophy in Developmental Psychology
Claremont Graduate University
- Master of Arts in Health Education and Behavior
California State University, San Bernardino
- Bachelor of Arts in Psychology
California State University, San Bernardino
- Certified Health Education Specialist (CHES)
National Commission for Health Education Credentialing

| | | | |
|-------------------------------|---------------------|--|-----------|
| Grade Level Experience | K-2, 3-5, 6-8, 9-12 | | 1 Year(s) |
| | Health Education | | |
| | Decline to state | | Male |

Experience Teaching English Learners

No

Experience Teaching Students with Disabilities

No

Standards-Based Interdisciplinary Instructional Experience

This lesson is aligned with Expectation 5 in the CDE Health Framework: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers. Lesson wording, examples, and scenarios are inclusive of ethnic and gender diversity. Student materials are available in Spanish.

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

The lesson goal is to increase student confidence to use refusal skills in their everyday life to avoid risk situations that can lead to ATOD use. The lesson begins an icebreaker asking students about the effects of ATOD use and about different situations that can lead to alcohol, tobacco or other drug use. Next, the teacher provides a statement of the learning objective in student terms. Then, the teacher models the four steps in using refusal skills (this is shown on the screen as well): Make eye contact, Identify the Problem, State Consequences, State Alternative, Sell it and Move it. The teacher then models these steps in a role play with another student. Next, the teacher ask students the steps as a check for understanding. Next, students get an opportunity to practice these in groups of three (one providing peer pressure, one using the refusal skills, and one student evaluating how well the student did in using the refusal skills. The teacher goes around the room using a rubric to evaluate how well each student did. This is aligned with the Common Core State Standards and the Next Generation Science Standards is to move beyond content knowledge, i.e., to move from memorizing facts to “science literacy.” (Note: The concept of science literacy is similar to the concept of “health literacy” discussed in the health education framework.)

Differentiated Instruction for a Diverse Student Population

Lesson wording, examples, and scenarios are inclusive of ethnic and gender diversity. Student materials are available in Spanish. The role plays can be adapted by changing the names of the roles, having the student translate steps into their language. The teacher also asks students why it is difficult for some people to discuss these topics. Responses may include:

- These topics are personal or private.
- These topics are sometimes associated with being “normal” or “not normal.”

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

I have been involved as a health educator, consultant, and researcher in school health education for over 20 years. I participated in the July 2001 CDE Health Education Standards focus group for the Health Framework. I have been a professor in health education and behavior for 18 years. I have taught the School Health Programs and Policies course for pre-service teachers at two universities for the past 16 years. Additionally, I have teach courses in health education methods, health behavior change, child/adolescent development, and program implementation/curriculum development. My research focuses on the effectiveness of school-based health education and promotion programs in the areas of alcohol, tobacco and other drug prevention, HIV/STD/teen pregnancy prevention, and obesity prevention. I have worked with over 42 school districts throughout California as a consultant for various school-health programs. My research has been funded by the Dept. of Health and Human Services-

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Office of Adolescent Health, the National Institutes for Drug Abuse, and the Center for Disease Control and Prevention (CDC). Currently, I have a study examining the relationship between school health education programs and academic achievement (GPA, standardized test score, attendance). Additionally, I have been widely published looking at the effects of teacher training and implementation fidelity on school health outcomes. My research has been published in peer reviewed journals (Journal of School Health, American Journal of Health Promotion, Health Education and Behavior). I am familiar with CA Educational Codes surrounding health and safety as well as changes in educational organizations (i.e. Common Core, Local Control and Accountability Plan (LCAP), and LCFF funding) and how these might enhance or inhibit the health development and academic achievement in students k-12. I serve on school site council for a local school district and remain a strong advocate for school health education.

Previous Committee Experience

Yes. I participated in the July 2001 Health Education Standards focus group. Additionally, I was on the Project TEACH committee, funded by the California Department of Education in 2000, designed to improve preservice teacher training in health education.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

No

Question 2

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

Yes. I've served as an external evaluator for Positive Prevention PLUS from 2011-2015.

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

References

- Kim Clark
Author
Postive Prevention LLC

- Dale Folkens
Principal
San Bernardino County Superintendent of Schools
- Diana Walsh-Reuss
Assistant Superintendent
Riverside County Office of Education

Supervisor

David Pearson
Dean, College of Health Science

ROBERT G. LACHAUSSE

EDUCATION

Doctor of Philosophy in Psychology, January 2008
Claremont Graduate University
Concentration: Developmental Psychology; Cognate area: Health Behavior
Dissertation: *Parent-Child Characteristics and Parental Monitoring: Effects on Adolescent Disclosure, Parent Knowledge, and Adolescent Health Risk Behavior.*

Master of Arts in Health and Behavioral Science, June 1998
California State University, San Bernardino
Thesis: *Measuring Resiliency Among Adolescents.*

Bachelor of Arts in Psychology, June 1994
California State University, San Bernardino

WORK EXPERIENCE

Department Chairman (Interim) and Associate Professor
Department of Public Health Sciences
California Baptist University
August 2014- Present

Responsible for leading the Department of Public Health Sciences including 12 fulltime, 6 adjunct faculty members, and 4 staff involving 8 degree programs. Responsible for teaching undergraduate and graduate in public health, research methods, behavioral sciences, program evaluation, and health promotion. Serve on departmental committees and university committees.

Courses Taught:

Undergraduate:

HSC210: Ethics

HSC300: Health Communication

HSC310: Health Promotion & Disease Prevention

HSC480: Research Methods

Graduate:

HSC522: Social & Behavioral Aspects of Public Health

HSC590: Research Methods in Public Health

HSC544: Statistics

HSC560: Program Planning & Evaluation

HSC554: School Health Programs & Policies

Department of Health Science and Human Ecology
California State University, San Bernardino
September 2001- September 2014

Full-time faculty position responsible for teaching undergraduate and graduate (MPH and MA) courses. Served on departmental committees including the marketing committee, technology committee, institutional review board (IRB), and the curriculum/accreditation committee. Supervise undergraduate student honors projects. Serve on graduate thesis and project committees. I have taught over 15 different courses including 3 online and 2 hybrid courses. Furthermore, I have mentored over 35 students by including them in my research and projects, presentations at professional meetings, and student research conferences.

REFERENCES

Diana Cassady, DrPH
Professor
School of Public Health
University of California, Davis

Cindy Paxton, PhD
Professor Emeritus and Dean
Department of Health Science and Human Ecology
California State University, San Bernardino

Eusebio Alvaro, PhD, MPH
Associate Professor
Claremont Graduate University

Kimberley Walden**Health Science Teacher**

Rio Linda High School - Twin Rivers Unified School District

Education

- Master of Education in Educational Management
University of La Verne
- Single Subject Teaching Credential & CLAD
California State University, Sacramento
- Bachelor of Arts in Biology
University of California, Riverside

| | | | |
|-------------------------------|---|-------------------------------------|------------|
| Grade Level Experience | 9-12 | Years of Teaching Experience | 20 Year(s) |
| Subject Taught | Health Education, Life Science, Biology | | |
| Ethnicity | White | Gender | Female |

Experience Teaching English Learners

Yes

9-12; 20 years with EL students enrolled in all classes; 5 years with EL levels 1-3 in a separate EL health science clas

CLAD

Experience Teaching Students with Disabilities

Yes

9-12; 20 years with special education students enrolled in all classes; 8 years with a separate class for SDC and SDC-ED students

Standards-Based Interdisciplinary Instructional Experience

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One of the lessons I regularly teach involves the use of informational text while supporting the understanding of standard 1.12.G in the health education standards (Evaluate the safety and effectiveness [including success and failure rates] of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.) This lesson is taught in my "general education" classes and is modified for use with my EL population and my students with disabilities. The students will use information text in the form of a brochure from the FDA Office of Women's Health called "Birth Control Guide." Students are given a set of information that they must discern from the pamphlets regarding 15 FDA approved methods of contraception. The students have to be able to read the informational text and put into their own words the following information about each method of birth control: (a) What is the birth control method and how does it work? (b) What is the effectiveness against pregnancy of the method? (c) How does someone obtain this type of birth control? (d) What are the top 3 risks or side effects of this method? and (e) Does this method prevent against HIV or other STDs?. Following this activity, students have a writing component where they have to write a letter to a patient who is requesting information about birth control. Given this patient's background, students must decide which of the 15 possible methods would be the top 5 most effective forms of birth control for this patient and then they must write her a letter explaining the information detailed above so the patient can make an informed decision before making her selection.

Differentiated Instruction for a Diverse Student Population

For both my English learners and my students with disabilities, I use the same activity modified of course. The students will use the same FDA approved pamphlets but will only research 12 of the methods. These students also use a note sheet prepared by me to focus them more directly on finding the information. They are still required to know how the method basically works, it's effectiveness, the risks or side effects and where to get the birth control method.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

Over the course of the last 20 years, I have taught life science, biology, AP biology and now health science. When I began teaching health, the draft standards were out and I used those as the basis for developing my lesson plans. When the official standards came out, I modified my lessons based on those. Given the time frame that I have to teach health, our district made the decision to take some of the standards from the Nutrition and Physical Activity area and some from the Personal and Community Health area and combine them into one unit. For example we talk about nutrition and then show how that may lead to issues such as cardiovascular disease and diabetes. We teach separate units on each of the other areas mentioned. Since the inception of the health standards, I have been involved at both the site level and the district level in developing curriculum, assessments and projects for our students. I have always been

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a firm believer in literacy through all subjects and have always incorporated the reading of primary sources and informational texts along with writing components. It's funny because my students sometimes will mention that my class is not an English class, and I remind them that they must be able to write in all situations and not just while in an English class. Now that California has approved the common core standards, it seems easier for the students to understand this correlation. I am very familiar with the standards taught in the units mentioned above as I have been teaching them for 8 years now and since my class is only a semester long, I teach each unit two times per year.

Previous Committee Experience

I been involved in committees like this at the site level and at a district level, but not higher than this. When my district opted to no longer teach driver's education, I was part of the committee to develop curriculum to move us toward a semester long health class. At that time, we used a very outdated textbook and I was part of the district-wide committee that piloted and evaluated new health textbooks when we were able to adopt the new textbook that we use now. In our district, I continue to be a part of a committee that usually meets monthly to analyze data from our assessments and discuss our curriculum to make sure we are meeting the needs of our students.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

No

Question 2

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No

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

References

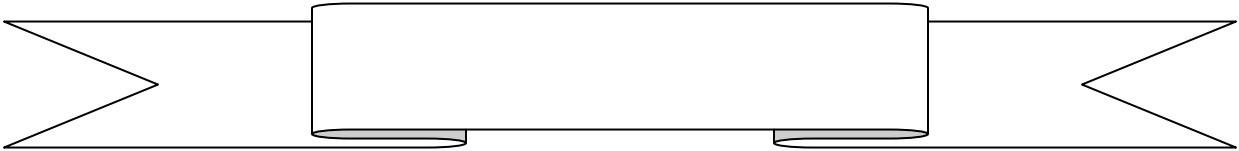
- Scott Meyers
Vice Principal
Rio Linda High School
- Jennifer Woo
Health Science Teacher
Rio Linda High School

- Nona Boyd
Teacher
Foothill High School

Supervisor

Paul Orlando
Principal - Rio Linda High School


KIMBERLEY WALDEN



CREDENTIALS

Certificate of Eligibility for the Administrative Services Credential
California Professional Clear Single Subject Teaching Credential in Life Science
Clear Crosscultural, Language and Academic Development Certificate

TEACHING EXPERIENCE

 *Twin Rivers Unified School District (formerly Grant Joint Union High School District), Sacramento, January 1997 - present*
While in the district, I taught at Foothill High School from January 1997 through June 2009 where I taught Advanced Placement Biology, Biology, Life Science and Health as well as being a site coach part-time and full-time. In June 2009, the funding to continue as a full time site coach was not there and because my classroom position had been filled by another teacher, I transferred to Rio Linda High School beginning with the 2009-2010 school year. I am still at Rio Linda High School and there I teach health science, SDC/SDC-ED health science and EL health science. In addition to teaching, I have been involved in various activities over the course of these now twenty years and here are a few of these items:

- Science department chairperson for six years
- Member of the Site Leadership team (SLT) for at least eight years
- Participating member of committees that were formed to implement district wide formative assessments in both biology and health science
- WASC co-chair for three WASC visits and a member of WASC visiting teams
- Trainer of Teachers for Edusoft and Illuminate
- Site Coach to both fully credentialed and emergency credentialed teachers
- Possession of my certification of completion for the Cognitive Coaching Foundation Seminar®
- Cooperating teacher for student teachers from both CSU Sacramento and Brandman University (formerly Chapman University)
- Cooperating teacher for science interns from UC Davis

EDUCATION

Master of Education - Educational Management, May 2002
University of LaVerne

Single Subject Teaching Credential Program, December 1996
California State University, Sacramento

Bachelor of Arts with a Major in Biology, June 1995
University of California, Riverside

Robyn Russon
Health/Careers Teacher
 John Burroughs High School

Education

- Master of Arts in Public Health
California State University, Northridge
- Bachelor of Science in Health Science
California State University, Long Beach
- Single Subject Teaching Credential, Health
California State University, Long Beach

| | | | |
|-------------------------------|--|-------------------------------------|------------|
| Grade Level Experience | 9-12 | Years of Teaching Experience | 19 Year(s) |
| Subject Taught | Health Education, Other subject not mentioned above Careers | | |
| Ethnicity | White | Gender | Female |

Experience Teaching English Learners

Yes

High School, 7 years

CLAD

Experience Teaching Students with Disabilities

Yes

High School, 18 years

Standards-Based Interdisciplinary Instructional Experience

Just today in Health class we took the time to annotate and discuss an article from the New York Times titled "Depressed, but Not Ashamed". Just a bit of background. Yesterday my 9th grade Health classes took their test on the Mental Health chapter of

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the textbook. As a follow up, we read the above mentioned article. I lead the students through a process in which we reviewed what we knew about the topic ahead of time, what information we would like to know, what information was presented and what information was left out. We started with looking at the title, the authors and the source to determine if it was a reliable source. The authors happened to be teenagers from Michigan who were editors of their school newspaper. We then discussed how our viewpoint of an article might change based on the authors background. The first read through of the article focused on getting a general understanding of the article and to underline vocabulary words that were new to us. We took the time to discuss the vocabulary words that were new to us along with connecting words that were familiar to us because of our Health textbook. One word in particular brought up interesting discussion -- Prozac. We looked at contextual clues in the article such as the capitalize P, along with the words "prescription bottle" and "antidepressants" in additional sentences to help us define the word. We also discussed how the credibility of the authors increased with the 3 different references that they referred to in the text. The second time we read through the article focused on questioning the author, looking for disagreements, determining the tone of the article, and looking for what was unsaid or what was confusing to the readers. A discussion followed based on what the students came up with regarding the topic. For the last few minutes in class, the students had a worksheet with some pointed questions to answer which required them to cite from the article where answers were found.

Differentiated Instruction for a Diverse Student Population

This was a fairly straight forward lesson that might not require too much scaffolding for various learners. However, for my Special Education students I could limit the number of question on the worksheet. For English Language Learners it would be helpful to have some vocabulary words already pinpointed ahead of time and discuss them before reading the article. It might also be helpful to read the article out loud with some students and stop more frequently to discuss what the paragraph was about. Addressing students of different races, genders, cultures or sexual orientation could be achieved by bringing in statistics or graphs on depression among teenagers based on different factors. Pointed questions could be asked about how a particular group might feel or respond to the topic. In some class discussions these topics might come up naturally based on what the student comments and thoughts are. It is important for a teacher to know their audience and calculate their responses to meet the needs of their particular students.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health

After almost 2 decades as a Health Teacher, I have had lots of experience in many of the different areas of the Health Education Curriculum. I had the opportunity to be the Los Angeles County Office of Education, Health Education Specialist for 2008-2009

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school year. During that year I worked with the Tobacco Use and Prevention Education Prevention Grants, Safe and Drug Free Schools and Community Grant, HIV Prevention Education Grant and the Network for a Healthy California Nutrition Grant. In addition, I was involved in helping our local districts understand the Health Education Standards and how they can implement them in various curricular areas. I have worked with the state to integrate the Health Education Nutrition Standards with Math Standards in Middle School. I was the Tobacco Use Prevention Education administrator for the Burbank Unified School District for 5 years and was tasked with making sure the grant was administered appropriately. Through this work I was chosen to read and score TUPE Grants. I have also had the opportunity to help Glenn Dodd update the Keeping Safe from HIV Curriculum to align with the Health Education Standards.

Previous Committee Experience

Since I have been teaching a Health Class for 18 years and was the LACOE Health Education Specialist for a year, I am very familiar with the Health Education Standards. Not only do I understand their implementation in a Health Class, I am also fairly knowledgeable about integrating them into other curricular areas such as English, math, science, social science and PE.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

No.

Question 2

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No.

Question 3

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

I did assist Glenn Dodd with updating Keeping Safe from HIV Curriculum. We worked together on training teachers on the implementation of the program. Along with my experience in actually using the curriculum in the classroom setting, Glenn asked me to help go through the lessons one by one to update them with current information and activities that would meet the Health Education Standards and the Education Code related to Comprehensive Sexual Education (now known as California Healthy Youth Act).

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

References

- Oscar Macias
Principal
Luther Burbank Middle School
- John Paramo
Director of Secondary Education
Burbank Unified School District

Supervisor

Sharon Cuseo
Assistant Superintendent of Curriculum and Instruction

ROBYN RUSSON

OBJECTIVE

To get a job where my Public Health skills can be utilized.

EXPERIENCE

| | | |
|--|---------------------------------|----------------|
| 1999 – Current | Burbank Unified School District | Burbank, CA |
| <i>Health Teacher</i> | | |
| <ul style="list-style-type: none">■ Department Chair■ Safety Committee Member■ Service Learning Committee Member■ Beginning Teacher and Intern Support Provider■ TUPE – Tobacco Use Prevention Education Coordinator | | |
| <i>Health Education Specialist, Los Angeles County Office of Education (on-loan 2008-2009)</i> | | |
| <ul style="list-style-type: none">■ Assisted with TUPE Grant, Safe and Drug Free Schools and Communities Grant, Healthy Network Grant, HIV/AIDS Prevention Grant | | |
| 1997 - 1999 | City of Long Beach | Long Beach, CA |
| <i>Community Development Accounting Clerk</i> | | |
| 1995 - 1997 | Garden Botanika | Lakewood, CA |
| <i>Sales Associate/Key Holder</i> | | |
| 1993 -1995 | PruCare of California | San Diego, CA |
| <i>Senior Medical Claims Examiner</i> | | |
| 1990 – 1993 | Vons Company | San Diego, CA |
| <i>Courtesy Clerk</i> | | |

EDUCATION

| | | |
|---|---|----------------|
| 2001 - 2005 | California State University, Northridge | Northridge, CA |
| <ul style="list-style-type: none">■ Masters in Public Health, 2005 | | |
| 1995 – 1999 | California State University, Long Beach | Long Beach, CA |
| <ul style="list-style-type: none">■ California Single Subject Credential, Health, 1999■ Bachelors of Science, Health Science, 1998 | | |

EXPERIENCE

| | | |
|--------------|--|----------------|
| 2003 – 2008 | TUPE Grant writer and reader | Burbank, CA |
| 2004 – 2005 | Partners in Care Foundation – Intern | Burbank, CA |
| Spring, 1998 | Department of Health Services – Intern | Long Beach, CA |

Amy Streavel

Director, Community Education and Outreach

Planned Parenthood Orange & San Bernardino Counties

Education

- Master of Arts in Public Health
National University
- Bachelor of Arts Cinema and Human Sexuality Studies
San Francisco State University
- Certified Family Planning Worker Certification
Essential Access Health (formerly California Family Health Council)

| | | | |
|-------------------------------|---|-------------------------------------|-----------|
| Grade Level Experience | 6-8, 9-12, Other College | Years of Teaching Experience | 6 Year(s) |
| Subject Taught | Other subject not mentioned above Comprehensive Sexual and Reproductive Health | | |
| Ethnicity | White | Gender | Female |

Experience Teaching English Learners

Yes

Our Department has been providing presentations in Spanish for 6 years
Verbal Translation Assessment provided by AltaLang Language Services

Experience Teaching Students with Disabilities

Yes

5th - 12th and for 4 years
Staff trainings provided by the Inland Regional Center

Standards-Based Interdisciplinary Instructional Experience

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One of the many health related topics that I have developed content for and presented in the classroom is anatomy/physiology. This presentation combines power point presentation slides with activities and interactive discussions to introduce hormones, puberty, and how they affect the human body. Students leave with an understanding that the changes and processes that their bodies go through are completely normal and expected. An interactive discussion on how to keep good hygiene empowers young people to take a more pro-active stance with their health. Students are encouraged to speak with their parents or trusted adult for values and clarifications regarding the topic. Students are also provided linkages to medically accurate, age-appropriate resources that they can refer to if they have further questions. Students leave with a great sense of understanding, and most importantly, a great sense of self-efficacy, to be able to navigate this often difficult time in a young person's life.

Differentiated Instruction for a Diverse Student Population

The lesson plans and materials were written to be appropriate for young people of all races, genders, and sexual orientations by using inclusive language, images, and examples so that no one feels left out. We alter talking points depending upon the ethnic and cultural backgrounds of our participants, and refer participants to their parents for values based information. We adapted the lesson plans and curriculum with assistance from the Inland Regional Center to include more pictures and talking points that would be appropriate for students with disabilities according to their level of disability, physical or mental. This presentation has been translated into Spanish and would be taught by a certified Spanish speaking Educator to ensure full comprehension of the language.

Areas of Expertise and Leadership

Health Content Areas: Growth, Development, and Sexual Health, Personal and Community Health

I believe that my education and experience would be beneficial to the Health Education CFCC because the requirements of the Health Education Standards, and specifically the CA Healthy Youth Act, are the topics that myself and my department have been providing to young people in schools and communities. I have been providing the education for 6 years, however, the organization has been providing the education for over ten. I am familiar with the Health Education Standards as I use them as guidance to ensure curriculums and lesson plans are thorough and complete. I also reference the Standards when discussion education with new contacts or community members. Regarding the health content area of Growth, Development, and Sexual Health we ensure that not only are we providing medically accurate and age appropriate material, but that participants get the opportunity to have a discussion or practice a skill, such as decision making or refusal. Participants are encouraged to set goals and ultimately gain self-efficacy skills. I have the required expertise and experience providing sexual and reproductive health directly to young people, as well as, supervising and leading teams of up to 18 health educators who provide education all over Orange and San Bernardino Counties. I observe the educators in the classroom on a quarterly basis to ensure

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compliance. I am tasked with creating, modifying, and leading all student assessments that are conducted internally for quality assurance/compliance, and also for grant requirements. Health literacy is essential to the education that we provide, and a high priority when developing curriculum and lesson plans. I would appreciate this opportunity to assist at a higher level to ensure that young people are receiving comprehensive sexual and reproductive health education that aligns with the Health Education Standards and mandates of the law.

Previous Committee Experience

Yes. Internally within our affiliate, I serve as the sexual and reproductive health content expert and curriculum specialist. I review, edit, and lead focus groups for all instructional material (lesson plans, activities, and power point content) for all youth and adult programs. We review our materials each year to ensure compliance and alignment with the requirements of the Health Education Standards, and most recently the CA Healthy Youth Act.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

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Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

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Question 6

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

References

- Evelyn Gonzalez
Policy Director
Health Systems for Community Health Councils, Inc.
- Irene Salazar
Vice President Community Education and Outreach
Planned Parenthood Orange and San Bernardino Counties
- Shannon Bennett
Health Teacher, Garden Grove Unified School District
Santiago High School

Supervisor

Irene Salazar
Vice President Community Education and Outreach

Amy L. Streavel

SUMMARY OF QUALIFICATIONS_____

- ◆ Over seven **years' experience** in sexual and reproductive health education and evaluation.
- ◆ Skilled at public speaking, creating engaging presentations and scheduling programs amongst multiple locations and cities and with a variety of tools such as Power Point, webinars and applied learning.
- ◆ Advanced skills in program management and leading teams to success.
- ◆ Excellent communication skills in writing & correspondence
- ◆ Excellent problem solving, time management and organizational skills.
- ◆ Exceptional work ethic & interpersonal skills.

PROFESSIONAL EXPERIENCE_____

Planned Parenthood Orange & San Bernardino Counties

Nov. 2011- Present

DIRECTOR, COMMUNITY EDUCATION AND OUTREACH

- ◆ Senior Leadership Member
- ◆ Recipient of the WE CARE AWARD (Employee of the Year) for 2013.
- ◆ Create and modify educational presentations based on evidence-informed curricula to ensure topics and content align with the seven required topics for comprehensive health education and with varying literacy skills.
- ◆ Represent the Community Education Department at collaborative and community meetings to network and promote Department activities and trainings.
- ◆ Perform age-appropriate, culturally responsive, medically accurate reproductive health presentations for adolescent target populations in school or community based settings.
- ◆ Lead the Training for Professionals programming including promotion, scheduling and execution of the program in both an online format and in-person group presentations.
- ◆ Assist Grants Manager with **narrative grant writing and budget creation for RFA's**.
- ◆ Manage multiple projects to success with teams in both Orange & San Bernardino Counties.
- ◆ Use excellent leadership, team building and communication skills to develop subordinates and encourage cooperation and responsibility.
- ◆ Accountable and aggressive on all phases of personnel management: hiring, staff development, evaluation, promotion, scheduling and separations.
- ◆ Oversee all Hotline programming including personnel, reporting and quality assurance.
- ◆ Member of organizational wide Safety and Security Committee.
- ◆ Assist with internal data collection and analysis for reporting and internal program evaluations.
- ◆ Maintain high standards of department by implementing a quarterly quality assurance process.

Borders Books, Music and Café

April 2001-May 2011

GENERAL MANAGER

- ◆ Successfully increased Operational Audit score from 41% to 83% as well as reduce shrink (monies lost) from 7.45% to 3.17% in a six-month period.
- ◆ Understand and develop sales plans based on Profit and Loss monthly statements.
- ◆ Maintain payroll using PeopleSoft programming.
- ◆ Prepare and manage safety, security, and loss prevention procedures in accordance with Company and OSHA guidelines.
- ◆ Travelled throughout Southern California auditing and training **General Managers on the Border's** Internal Audit for District 508 which included 13 Superstores and 2 Mall locations.
- ◆ Directly responsible for team of 43 to insure policies and procedures are maintained, projects are executed and store in merchandised in a timely manner and to a set high standard.
- ◆ Selected as 1 of 19 **individual's** companywide to participate on the Shrink Reduction Team to brainstorm and develop programs to increase profitability and reduce shrink to be implemented companywide.

Camp Fire U.S.A.

Feb. 2011 – Nov 2011

FAMILY LIFE EDUCATOR

- ◆ Perform outreach and presentations for the target population as assigned by Project Coordinator. Presentation topics include: reproductive health, contraception, sexually transmitted infections (STI's), HIV, **puberty, communicating about sexuality within the family. Maintain program schedule** of own classes.
- ◆ Perform health education duties for target populations served through the assigned program(s) including schools, community-based agencies, and youth serving personnel.
- ◆ Provide feedback to Project Coordinator on the classes delivered: appropriateness, cultural sensitivity, and effectiveness with target population.
- ◆ Implement and deliver age-appropriate interactive activities.
- ◆ Collect pre and post survey data to evaluate knowledge gain and self-efficacy.

EDUCATION

National University – Costa Mesa, Ca
Masters of Public Health – In progress

San Francisco State University – San Francisco, CA
Bachelor of Arts in Cinema and Human Sexuality Studies – 2004

- Student teacher for summer session Short Format Screenwriting course

Santa Monica College – Santa Monica, CA
Orange Coast College – Costa Mesa, CA

- Peer Health Educator 1999-2001

Diane Farthing

Teacher

Amador Valley High School

Education

- National Board Certification
National Board for Professional Teaching Standards
- CLAD
- Bachelor of Science in Education
Kent State University

| | | | |
|-------------------------------|---|-------------------------------------|------------|
| Grade Level Experience | 6-8, 9-12 | Years of Teaching Experience | 34 Year(s) |
| Subject Taught | Health Education, Other subject not mentioned above Anatomy & Physiology | | |
| Ethnicity | White | Gender | Female |

Experience Teaching English Learners

Yes

grades 6-12, 34 years

CLAD credential

Experience Teaching Students with Disabilities

Yes

grades 6-12, 34 years

Standards-Based Interdisciplinary Instructional Experience

I. Standards Addressed: California Health Education: Alcohol, Tobacco, and Other Drugs: 1.4.A, 1.9.A and 2.3.A and Reading Standards for Literacy in Science and Technical Subjects 6-12: Standard 2 for grades 9-10

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

II. The “Why”: This lesson identifies a current problem in society, shows the power of addiction, and shows the connection between drug use and HIV.

III. Criteria for success: Students can determine the validity of the article with at least two pieces of evidence, describe the events leading to the current heroin epidemic, and list at least two impacts on society relating to the increased use of heroin.

IV. Instructional Strategies: The informational text used is "OxyContin a gateway to heroin for upper - income addicts". I'd share with the students what they'll be learning, why this is important, and how they'll know when they've learned it. We'd read the article as a class identifying vocabulary that may be challenging. Students will discuss with a partner the main idea of the article and then develop a timeline showing the sequence of events leading to the heroin epidemic. We'll share as a class. Students will answer the following questions individually and then in small groups.

- What is the author's intent for writing this article? Why do you think this?
- Do you feel that the author has a bias on this topic? Why or why not?
- Would you assume that the information in the article is correct? Why?
- Why is heroin use considered more dangerous than Oxycodone? Give at least two reasons and support your response with evidence from the article.
- What is the relationship between an increase in heroin use and an increase in crime?
- In an effort to reduce OxyContin abuse, manufacturers made it harder to crush and snort. The increase in heroin is an unintended consequence. Was it worth it? Why or why not?
- What changes would you make to solve this issue?

Students can edit their written responses as we talk as a class and turn these in.

Differentiated Instruction for a Diverse Student Population

Instruction could be differentiated in many ways including:

- A. providing the article ahead of time to students with disabilities or English learners.
- B. providing a link to me reading the article available on the web site with me stopping and discussing the vocabulary or my thinking as I read.
- C. talking about stereotypes of intravenous drug users.
- D. providing statistics about addiction in order to make sure that students realize that it's not about a particular race or gender. Addiction is a disease that crosses socio-economic and racial lines.
- E. discussing how prescription use, drug abuse, and help may be more or less acceptable in certain cultures.

Differentiating to be inclusive of genders or sexual orientation doesn't really apply to this lesson unless there were stereotypes about drug users or the spread of HIV that needed to be addressed.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

I am extremely familiar with the Health Content Standards since they are the driving force for my teaching, as well as for the professional development I've provided.

The process of becoming a National Board Certified Teacher has helped prepare me to be a member of the Health Education CFCC. I was required to have a clear understanding of the goal of health literacy, the standards, and the importance of being able to assess achievement of both of these. Earning certification required that I be able to plan thoughtful instruction with clear learning objectives as well as design methods to assess student learning.

My six years working with the California Subject Matter Project as a teacher leader and co-site director allowed me to meet with health educators to increase their content knowledge, develop instructional strategies, and create assessments. As a program coordinator with the Health and Physical Education Collaborative I am continuing to provide professional development opportunities for health educators focusing on those same goals. I've worked with my district's middle school teachers as they designed the health curriculum for our 6th through 8th graders and I have provided many trainings for our in-service days. Most of my work has centered on trying to develop authentic assessments for not only the concepts in standard one, but also the skills in standards two through eight.

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Previous Committee Experience

I haven't served on a committee but I've developed the curriculum for my classes and helped develop curriculum with other teachers. I've reviewed materials a few times for the Health Kids Resource Center.

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No

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 6

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

References

- Michael Williams
Principal
Amador Valley High School
- Terri Drain
Program Coordinator
Health and Physical Education Collaborative

Supervisor

Michael Williams
Principal

Diane Farthing

| | | |
|--------------------------------|--|--|
| Certification | National Board Certification · Health Education California Commission on Teacher Credentialing · Single Subject · Health Education, Life Science, Computer Concepts, CLAD | <i>November, 2010</i> |
| Education | Bachelor of Science in Education Kent State University, Kent, Ohio · Major in Health Education · Minor in Biology | <i>September, 1977 - May, 1981</i> |
| Experience | Amador Valley High School Pleasanton, CA · Health and Anatomy & Physiology Teacher · Health and Bioscience Academy Lead Teacher Harvest Park Middle School Pleasanton, CA · Health and Life Science Teacher · Science Department Chair Robertson Continuation High School Fremont, CA · Health and Science Teacher · Teen Parenting Teacher · Science Department Chair | <i>September, 2004 - Present</i> <i>September, 1999 - June, 2004</i> <i>September, 1983 - June, 1999</i> |
| Professional Activities | Health and Physical Education Collaborative Pleasanton, CA · Program Coordinator · Design and provide professional development workshops for physical education and health teachers Bay Area Physical Education and Health Project San Jose, CA · Co-site Director and Teacher Leader · Planned and provided professional development institutes for physical education and health teachers Peer Assistance Review Coach Pleasanton, CA · Support Teacher for mandatory or voluntary teacher improvement | <i>May, 2014 - Present</i> <i>September, 2008 - April, 2014</i> <i>January, 2004 - January, 2007</i> |

References Available Upon Request

Bridget Brownell**Teacher/Dept Chair**

Los Angeles Unified School District

Education

- Master of Arts in Public Health
University of California, Los Angeles
- Bachelor of Science in Health Education
Ithaca College
- Single Subject Teaching Credential in Health Education
State of California Commission on Teacher Credentialing
- Crosscultural, Language and Academic Development Certificate
Los Angeles Unified School District

| | | | |
|-------------------------------|----------------------------------|-------------------------------------|------------|
| Grade Level Experience | 9-12, Other Community college | Years of Teaching Experience | 20 Year(s) |
| Subject Taught | Health Education | | |
| Ethnicity | White | Gender | Female |

Experience Teaching English Learners

Yes

9-12 & community college about 20

All teachers in the LAUSD must hold an authorization permitting them to teach English Learners (EL) (CLAD, CTEL and related classwork as well as numerous professional developments)

Experience Teaching Students with Disabilities

Yes

9-12 & community college about 20

I have completed the required classwork and participated in numerous related professional developments

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Standards-Based Interdisciplinary Instructional Experience

The teacher-librarian and I have collaborated to create a standards-based health education lesson to support students learning. This cross-disciplinary exploration, requires learning 21st Century Skills and supports literacy (CCSS.ELA-Literacy.SL.9-10.1). Students today have many sources bombarding them with information as well as misinformation. Learning how to discern which sources are credible is more important than ever. Several of the health education standards align with these critical skills such as accessing valid information in addition to the specific content learned through research.

Our students first participate in a Power Point proving information on conducting library research and properly citing sources. I pass out a copy of the slides to my students and they read aloud when their corresponding handout is projected. Together we explore how to evaluate various sources.

We are relying on this generation to be able to solve complex issues which did not exist previously. I know from my experience in other countries that exposure to creatively solving problems and being encouraged to form your own solution leads to mastering this acquired skill. With this in mind, we next determine the general goals for the assignment and establish guidelines for groupings.

Our students then work collaboratively to brainstorm a list of questions they want to answer about their topic. Ultimately, students will need to justify and correctly site their sources in addition to providing the answers to their questions. Each group will need to choose how they present this information (3D model, a Prezi, powertoons, etc). At the competition of the project, the group, class, teacher-librarian and I provide feedback and the students reflect on their learning too.

Differentiated Instruction for a Diverse Student Population

The work place is becoming more diverse and students need to know how to work with others from a variety of backgrounds. As instructional grouping research has evolved, I have differentiated instruction in our mixed-ability classroom in a variety of ways.

"Small, mixed-ability groups allow lower achievers to take advantage of peer support whilst higher achievers gain the opportunity to organize and voice their thoughts for the benefit of the whole group. Grouping also allows roles to be allocated within the team which cater for each member's skill set and learning needs." (BBC Active. "Methods of Differentiation in the Classroom." Pearson. 2010. Web. 06 June 2016.). Implementing this strategy, I assigned students to groups based on their different abilities and assigned them each a group role.

Another article suggests, students should be grouped into small groups...designed around their strengths and weaknesses or ability level (Yu, Christina. "10 Examples &

Non-Examples Of Differentiated Instruction." TeachThought. 2016. Web. 11 June 2016.). Using this method, I paired up ELL students who could use a translation application (such as Bing/Babelfish in addition to Google Translate), for example, to help each other. "Gifted" students were asked to create a video to teach others the steps they went through in order to complete a similar assignment.

I have also used advances in technology to support student learning. iPads, for example, come with assistive features. One of the most exciting features I explored relates to hearing assistance. At my school, we have many students who are deaf or hard-of-hearing. I loved the Closed Caption feature and how they can be customized with different styles/fonts. I share with students how Apple has created hearing aids specifically designed for the iPhone ("Accessibility - IOS - Apple." Accessibility - IOS - Apple. Apple, 2016. Web. 11 June 2016.).

Areas of Expertise and Leadership

Health Content Areas: Growth, Development, and Sexual Health, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

I have continually demonstrated my commitment to individuals and community health issues and further developed my leadership abilities, professional knowledge, and experience since graduating with a BS degree from Ithaca College and earning teaching credentials in NY and CA. I moved to California after graduating and have been teaching high school health education every semester. I am a department chair and have served as a mentor teacher at Taft High School. I have actively been involved in almost every aspect of campus life. For example, I have served on the Leadership Team, Policy Council, Booster Club, School Safety Committee, Instructional Leadership Team and I have been a Passport to Reading volunteer. I established community links by initiating a service learning project and utilizing various speakers; I became an HIV/AIDS district trainer and a presenter at professional development conferences. I have worked with high-risk young men on campus and was the 2014 Senior Class sponsor. In addition, I actively facilitate diversity by sponsoring the Gender-Sexuality Alliance and Taft's Sex Squad modeled after UCLA's Squad. I also organize health-promoting activities. I am, for example, Taft High School's team coordinator for the A.P.L.A.'s AIDS Walk and the American Cancer Society's Breast Cancer Walk. I choose to expand my undergraduate theoretical and methodological foundations through UCLA's Community Health Science graduate program. I earned my MPH. During this two year program, I obtained an internship with FHI and worked in Africa on HIV/AIDS issues. Earning my Master's from UCLA allowed me to teach for Pierce College as well. I have been working as an adjunct professor ever since while maintaining my fulltime position at Taft High School. And finally, my objective as a health educator continues to be - to provide important and accurate information so that students can make decisions based on current information and their own morals.

Previous Committee Experience

I served on a committee to select a health textbook for the LAUSD. When reviewing materials we referred to district guidelines, educational codes and the National Health

Education Standards. Ultimately we decided to purchase Holt's Lifetime Health and to work with this publisher to create our own human sexuality supplement. Additionally, I was a part of the committee who wrote this addition.

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

no

References

- Shilo Nelson
Department Chair
Pierce College
- Richard (Ric) Loya
Founder & Executive Vice President
California Association of School Health Educators
- Alex Sandoval
Student (former student of mine)
California State University, Northridge (former student at Taft HS and Pierce CC)

Supervisor

Daniel Steiner
Principal

BRIDGET ANN BROWNELL

CAREER OBJECTIVE To work as a Health Education and Pedagogy Instructor

TEACHER CERTIFICATIONS

Single Subject Teaching Credential

Renewed June 2014

Clear Cross-cultural Language and Academic Development (C.L.A.D.) Certificate

February 2011

EDUCATION

UNIVERSITY OF CALIFORNIA, Los Angeles, California

Master of Public Health, June 2005

G.P.A. 3.7

ITHACA COLLEGE, Ithaca, New York

Bachelor of Science, May 1997, Health Education Teacher Certification K-12

G.P.A. 3.5 Dean's List (three semesters)

THE AUSTRALIAN NATIONAL UNIVERSITY, Canberra, Australia

Semester Abroad, Fall 1996

PROFESSIONAL AFFILIATIONS

- National Education Association (N.E.A.)
- Parent-Teacher-Student Association (P.T.S.A.)
- Booster Club Member (Taft H.S. Fundraising Group)
- California Teachers Association (C.T.A.)
- California State Health Educators (C.A.S.H.E.)
- Society for Public Health Education (S.O.P.H.E.)

EXPERIENCE

Teaching: Health Education

Teach a health education curriculum to over 200 students per semester grades 9-12 in addition to community college

Pierce College, California (includes summer school)

Fall 2006-present

Pierce College, California (student teaching)

Fall 2004-Spring 2005

Taft Charter High School, California (includes summer school)

Fall 1997-present

Valley Central High School, New York (summer school)

Summer 1997

Boydton Middle School and Ithaca High School, New York (student teaching)

Spring 1997

- Prepare and evaluate multi-cultural lesson plans using best practices
 - Includes differentiating instruction, I.E.P. implementation and working with E.L.L. students
- Analyzing personal teaching strategies
- Evaluating students' progress including use of Easy Grade Pro and rubrics
- Attending professional seminars/ongoing professional development
- Establishing and maintaining communication with families including use of Jupiter Grades
- Creating and maintaining a classroom website (posting daily agenda, homework reminders, resources, etc)
- Selected to teach an auxiliary (an extra class)
- Facilitated Taft Charter High School Students receiving multiple Donors Choose Grants
- Assisted Taft Charter High School Students in presenting at various conferences
- Aided Taft Charter High School Students in receiving various awards including awards from the C.A. Family Health Council, L.A. Youth, Ryman Arts, Friends of Project 10, and The Pollination Project
- Arranged for Taft Charter High School Students' work to be published
 - * Always Accept Me for Who I Am and frequently L.A. Youth

BRIDGET ANN BROWNELL

Elected Department Chair

Spring 1999-present

Oversee the Health Education, Drivers' Education, and Educational Career Planning Departments as applicable
Taft Charter High School, California

- Implementing curriculum development
- Arranging various community guest-speakers and school-wide assemblies
- Coordinating professional development
- Organizing school-wide activities and field trips
 - * World A.I.D.S. Day, Denim Day, and Macy's Passport to Teen Night, etc.
- Implementing innovative programs
 - * Coordinating student service learning at various community public health organizations
 - * Baby Think It Over (computerized dolls used to aid in the prevention of teen pregnancy)
- Performing administrative tasks
 - * Devising the master health schedule
 - * Managing budget (inventory, evaluate and order supplies)
- Served as a Leadership Team Member during Western Association School Committee (W.A.S.C.) accreditation

H.I.V./A.I.D.S. Trainer

Fall 2002-2009

Selected to train L.A.U.S.D. health educators

H.I.V./A.I.D.S. Prevention Unit, L.A.U.S.D.

- Provide training to Health Education Teachers on how to teach H.I.V./A.I.D.S. using the revised curriculum
- Selected to pilot the proposed curriculum and to suggest revisions
- Selected to receive training on the original, proposed C.D.C.'s Positive Prevention Curriculum

Mentor Teacher and Master Teacher

Fall 2001-present

Selected to be a mentor teacher and to supervise students from California State University, Northridge

Taft Charter High School, California

- Provide orientation, conduct observations and provide ongoing assistance to new teachers
- Demonstrate successful teaching and classroom management techniques
- Assist educators in establishing and achieving instructional goals and objectives
- Present at staff development sessions on various topics including classroom management techniques

Elected School-Based Governance Committees

Fall 1998-present

Elected school-management positions

Taft Charter High School, California

- | | |
|-----------------------------------|--|
| • Leadership Team | • Policy Council (School-Site Council) |
| • Attendance Committee | • School Safety Committee |
| • Staff Search & Hiring Committee | • Instructional Leadership Team |

Elected Lead Teacher

Fall 2001-Spring 2002

Elected teacher representative for Taft Charter High School

Taft Charter High School, California

- Helped implement the Taft Charter High School Site-Action Plan
- Aided in coordinating Leadership Team Meetings and staff development sessions
- Served on various focus groups and committees
- Organized student recognition activities
- S.T.A.R. testing coordinator (Stanford-9)

BRIDGET ANN BROWNELL

AWARDS/DISTINCTIONS

| | |
|--|-------------------|
| Receive outstanding administrative evaluations | Fall 1997-present |
| Interviewed for <u>Safe is Not Enough</u> by Michael Sadowski | Fall 2015 |
| Los Angeles LGBT Center, Lifeworks, Rolf Uribe Award | Fall 2015 |
| California Legislature Assembly Certificate of Recognition | Fall 2015 |
| Los Angeles School Library Association Friend of the Library 2013 Award | Spring 2013 |
| Interviewed for LAUSD Journal ("Straight talk from Taft counselor help kids come out") | September 2012 |
| Interviewed for LA Daily News ("LAUSD chief wants to keep health class...") | April 2012 |
| Mayor's Certificate of Appreciation | Spring 2005 |
| Bixby Internship with Family Health International, Awarded by U.C.L.A. | Summer 2004 |
| Intern, Health Promotion Institute of New York State | Summer 1997 |
| Dana Internship Scholarship, A.I.D.S. Work, Awarded by Ithaca College | Spring 1997 |
| Girl Scouts Gold Award, Awarded by Girl Scouts of America | 1992-1993 |

Activities

| | |
|--|-----------------------|
| • First Vice President of California Association of School Health Educators (CASHE) | Fall 2008-present |
| • Selected to facilitate an innovative leadership class (S.P.I.R.I.T.) | Fall 2005-present |
| • Active member of Taft Charter High School's Booster Club | Fall 2002-present |
| • Team Coordinator for various health walks | Fall 1997-present |
| * A.I.D.S. Project Los Angeles A.I.D.S. Walk | |
| * American Cancer Society's Making Strides Against Breast Cancer | |
| * Leukemia & Lymphoma Society's Light the Night | |
| * American Cancer Society's Relay for Life | |
| *Walk A Mile in Her Shoes | |
| • Advisor for various student groups | Fall 1997-present |
| * Gender-Sexuality Alliance (G.S.A.) advisor | |
| * Sex Squad (students who use theatre, music, comedy & art to educate about sexuality) | |
| * Facilitated IMPACT groups (counseling/support groups) for "high risk" boys and gay youth | |
| • Selected to sponsor Taft Charter High School's Senior Class | Fall 2013-Spring 2014 |
| • Universal Condom Wok-Group L.A. Active Member | during summers |
| • Awarded grant to provide Anti-Defamation League (A.D.L.) Training | Fall 2007-Spring 2008 |
| • T.U.P.E. Coordinator (L.A.U.S.D. tobacco education and cessation program) | Fall 2006-Spring 2007 |
| • T.U.P.E. Group Facilitator (L.A.U.S.D. tobacco education and cessation program) | Fall 1998-Spring 2007 |
| • Extensive travel | Summers 1998-2006 |
| * 60 days US Cross-Country trip, Japan, Vietnam | |
| * Backpacking in Australia, Alaska, Tibet, and Western Europe | |
| * Taught English in China | |
| * Intern at Family Health International (F.H.I.), Malawi, Africa | |
| • U.C.L.A. Reproductive Health Interest Group (R.H.I.G.) Officer | Fall 2004-Spring 2005 |

Presented at Conferences

| | |
|--|-----------------------|
| • Models of Pride, Youth Conference held at U.S.C. | Fall 2002, 2006, 2014 |
| • C.A. School Library Association | Fall 2005 |
| • U.C.L.A. Chancellor's Conference | Fall 2004 |
| • Selected to attend the March for Choice as a part of U.C.L.A.'s Delegation | Spring 2005 |
| • Healthy Schools, Healthy People Annual State Health Frameworks Conference | Winter 2003 |

Contributing Author

| | |
|---|---------------|
| • Sexuality and Society, Lifetime Health, Holt Supplement | 2005 |
| • U.C.L.A. Graduate School of Education and Information Studies, Center X Forum | November 2004 |

Samantha Blackburn**Assistant Professor, School of Nursing**

California State University, Sacramento

Education

- Doctor in Philosophy in Nursing Science and Health Care Leadership
University of California, Davis
- Masters of Science in Nursing
University of California, San Francisco
- School Nurse Credential
Coursework at University of California, San Francisco
- Registered Nurse, Public Health Nurse
University of California, San Francisco

| | | | |
|-------------------------------|--|-------------------------------------|-----------|
| Grade Level Experience | K-2, 3-5, 6-8, 9-12 | Years of Teaching Experience | 1 Year(s) |
| Subject Taught | K-6 Multiple Subject Classroom, Health Education, Other subject not mentioned above I am coordinator for and teach multiple subjects in Sac State's school nurse credential program | | |
| Ethnicity | Hispanic/Latino, White | Gender | Female |

Experience Teaching English Learners

Yes

I taught bilingual (Spanish-English) 1st grade for 1 year. I know ESL techniques, as well as dual immersion (I am functionally fluent in Spanish)

Experience Teaching Students with Disabilities

Yes

8 years - As a school nurse and health educator

Standards-Based Interdisciplinary Instructional Experience

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

Prior to becoming a nurse, I was a sexuality educator for Planned Parenthood in the San Francisco Bay Area. There, I delivered lessons on puberty/growth & development, reproductive A & P, contraceptive methods, STI/HIV prevention. Now I teach a full load at Sac State School of Nursing, and in several courses I use the CA Health Education Content Standards as a resource with nursing students planning to teach a health class. For our school nurse credential health education course, I teach about the new Sexual Health Education law and provide related guidance, particularly how to form a health education review committee, how to use health education review forms (from CHKRC), and particularly about employing passive consent processes. I regularly teach undergraduate nursing students how to teach sexual health education during their community health clinical course. This includes coaching them on selecting/adapting research-based curricular materials and aligning their content and student skill development with the Health Education Content Standards.

Differentiated Instruction for a Diverse Student Population

As a sexuality educator for Planned Parenthood in the San Francisco Bay Area, I delivered lessons on puberty/growth & development, reproductive A & P, contraceptive methods, STI/HIV prevention to students from a variety of ethnic and cultural backgrounds, including recent immigrants at the Newcomer School. With my background as a 1st grade bilingual teacher, I understand how to simplify language and terminology, use visual aids, and ESL techniques, and have taught health lessons in Spanish. I also taught parents about these topics, and delivered trainings to teachers on how to teach sexual health education. While at the CHKRC, I provided standards-based (and research-based) health education trainings to teachers and after school providers. All of these training incorporated concepts of cultural humility, respect for diversity, and how to adjust lessons to make them developmentally appropriate.

Areas of Expertise and Leadership

Health Content Areas: Growth, Development, and Sexual Health

Please see experience above as a sexuality educator for Planned Parenthood.

When I worked at the CA Healthy Kids (and After School) Resource Center I reviewed health education instructional materials to ensure they were research-based (and/or research validated), particularly in growth, development, and sexual health. I also reviewed a variety of materials for after school programs, including in nutrition/PA, MESH (mostly bullying), and personal/community health (e.g., media literacy). I provided some review & feedback on the CA Health Education Content Standards, and was involved in providing trainings for CHKRC and CASRC on the new standards once finalized.

In addition, as a credentialed school nurse and now as a teacher of school nurses, I have a lot of experience delivering standards-based health education, training teachers and nurses in how to do so, and working collaboratively with school districts to select

and implement health education curricula. I also closely follow student health trends, policies, and procedures in California schools.

I also used to work for the CA School-Based Health Alliance, where I helped school districts and community partners start and expand comprehensive school health programs, clinics, and health education programs. I also created case studies and a related training for the CA School Boards Association on how to implement standards-based sexual health education in CA.

My dissertation research explored the work of school health administrators (those who manage school health programs at the district office level) in California.

As a result of this research and all my previous experience, I have a sophisticated understanding of how school districts operate, how decisions are made by district leadership, what's involved in health teacher training/coaching, school health support services (within and outside districts), and what it takes to implement standards-based health education in the schools.

Previous Committee Experience

When I worked at the CA Healthy Kids Resource Center (2005-2007) I reviewed health education instructional materials. I also provided some review of the CA Health Education Content Standards, and was involved in providing trainings to teachers and after school coordinators (and regional directors) on the new standards once finalized.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

No.

Question 2

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible,

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including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

Yes, I used to be employed by the State Resource Centers (CA Healthy Kids Resource Center and After School Resource Center), which was largely funded by CDE. Dates of employment: 2005-2007. As a Program Manager there I reviewed health education curricular materials (particularly re sexual health education), developed health training modules for after school programs, trained and coordinated health education and health services trainers, who delivered trainings statewide.

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

References

- Sharla Smith
Consultant, Sexual Health Education and HIV/AIDS/STD Prevention Education
CDE
- Dian Baker
Professor, School of Nursing (and formerly Coordinator, School Nurse Credential

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

Program)
CSUS

Supervisor

Tanya Altmann
Chair & Profesor, CSUS School of Nursing

SAMANTHA BLACKBURN

EDUCATION

| | |
|--|---|
| PhD in Nursing Science and Health Care Leadership 2012 – 2016 | University of California, Davis Betty Irene Moore School of Nursing <i>Dissertation:</i> Brokering Student Well-Being: Understanding the Work of School Health Administrators |
| Master of Science in Nursing 1996 – 1998 | University of California, San Francisco Pediatric Nurse Practitioner; <i>Thesis:</i> Meta Analysis of Child Sexual Abuse Prevention Programs |
| Registered Nurse 1995 – 1996 | University of California, San Francisco Master's Entry Program in Nursing |
| Bachelor of Arts 1986 – 1990 | Swarthmore College, PA Double major: Sociology and Anthropology Junior Academic Year Abroad in Madrid, Spain |
| Teacher credential coursework Summer 1990 | Teach for America Institute (Florida International University) |

ACADEMIC AWARDS

Jonas Scholar, Jonas Nurse Leaders Scholars Program 2014-2016 (\$7,500 total)
Betty Irene Moore School of Nursing Doctoral Scholar, UC Davis 2012-2016 (\$55,000 annually, \$220,000 total)

CERTIFICATIONS

| | |
|-------------------------|------------------------|
| Public Health Nurse | 1996 – present |
| Certified PNP, ANCC | 1998 – 2008 (inactive) |
| School Nurse Credential | 2003 – present |

LICENSURE

| | |
|------------------------|------------------------|
| Registered Nurse, CA | 1996 – present |
| Nurse Practitioner, CA | 1998 – present |
| NP Furnishing, CA | 1999 – 2008 (inactive) |

EMPLOYMENT EXPERIENCE

Assistant Professor August 2014 – present CSU Sacramento, School of Nursing; Sacramento, CA
• Courses taught and clinical preceptorships detailed below.

Graduate Student Researcher June 2014 – Aug 2015 University of California Davis Betty Irene Moore School of Nursing, *Dr. Deb Bakerjian*
• Develop, administer, and analyze program evaluation surveys of new Integrated Case-Based Learning pedagogical approach implemented in the NP/PA curriculum.
• Conduct and analyze program evaluation focus group interviews with NP/PA faculty and students.
• Assist in developing and delivering research posters and podium presentations.

Project Director 2008 – 2014 California School-Based Health Alliance; Oakland, CA

SAMANTHA BLACKBURN

- Developed and implemented vision and strategic direction, goals and objectives for the technical assistance (TA) program for school-based health centers (SBHCs) across California.
- Led statewide school-based population health quality improvement learning collaborative *Hallways to Health*, a component of Kaiser Permanente's *Thriving Schools* campaign.
- Conducted fund development and built partnerships for TA and other organizational programs.
- Led development of state SBHC standards, planning and billing toolkits and supervised four TA staff.

Program Manager, After School Health 2005 – 2007 California Healthy Kids/After School Resource Center

- Developed and managed statewide health education and health services training, outreach, and technical assistance program for after school professionals, under contract from the California Department of Education.
- Recruited, trained, and supervised statewide cadre of health education and health services trainers.
- Evaluated and maintained health education curricula and training guides for statewide circulating library.
- Completed grant/contract proposals, deliverables, reports, and evaluation.

Director, Roosevelt Health Center 2002 – 2005 Oakland Unified School District

- Developed and managed all medical, mental health, and health education programs.
- Supervised operations coordinator, medical assistant, and health educators, coordinated onsite community providers.
- Represented SBHC with school leadership, and at school district, community, and county PHD meetings.
- Developed nutrition and physical activity interventions and health councils for Healthy Eating, Active Communities grant from the California Endowment, with Oakland USD, Alameda County PHD, and East Bay Asian Youth Center.

School Nurse Practitioner 1999 – 2005 Oakland Unified School District

- Provided comprehensive health services at Roosevelt Middle School's SBHC: primary medical care, first aid, triage, health screenings, immunizations, management of chronic illness, medication administration, and health education.
- Counseled youth on psychosocial issues and promoted family health education, outreach, collaboration with multidisciplinary student support team, and health program development.

Pediatric Nurse Practitioner 1998 – 2002 Silva Pediatric Clinic, St Rose Hospital; Hayward, CA

- Delivered primary medical care including well-child exams and anticipatory guidance.
- Diagnosed and treated pediatric acute and chronic illness from birth to adolescence.

Health Education Program Coordinator 1998 – 1999 Fair Oaks Family Health Center; Redwood City, CA

- Created and implemented comprehensive health education program for grades 4-8 and parents.
- Trained teachers, clinicians, and health workers to provide health education on ATOD prevention, pregnancy prevention, conflict resolution, nutrition, HIV, and social skills.

Education Resource Specialist 1998 – 1999 Children's Hospital; Oakland, CA

- Adapted and implemented cardiovascular health promotion program for elementary schools, with teacher training and parent education components.

Research Assistant 1996 – 1998 University of California, San Francisco, Department of Family Health Care Nursing, *Dr. Christine Kennedy*

- Conducted and analyzed children's focus groups on health attitudes, TV habits, and risk taking.
- Collected and analyzed research data on Latino and Anglo children's risk taking, TV viewing, exercise, and nutrition.
- Assisted in writing and editing publications.

Bilingual Community Relations/
Education Specialist 1992- 1995 Planned Parenthood; San Francisco, CA

- Formulated sexuality education curricula and delivered presentations in Spanish and English in public schools to youth, families, and parents.
- Trained volunteer Speakers Bureau, health educators and teachers in puberty education.

SAMANTHA BLACKBURN

Migrant Head Start Nurse Summer 1997 State of Colorado; Pueblo, CO

- Served as a migrant/public health nurse, and performed physical exams, health screenings, home visits, health education and case management for children 6 mo – 7 yo.

CONSULTING

School Health Consultant 2011 – present

- Developed case studies on the *Hallways to Health* learning collaborative as led by the national School-Based Health Alliance and funded by Kaiser Community Benefit.
- Deliver annual training on clinical application of Minor Consent and Confidentiality laws in California
- Provided training and technical assistance to Alameda County Public Health Department providers of federally-funded teen pregnancy prevention program and Dating Matters program.

School-Based Health Care Consultant 2009 – 2011 Alameda County Health Care Services Agency; Oakland, CA

- Led development of four new school-based health centers (SBHCs).
- Facilitated cross-site SBHC team meetings and provided TA on SBHC policies and procedures, collaborative relationships, and integration of clinical health services into the school community.
- Delivered middle school-based sexuality education trainings and technical assistance.

Health Education Consultant 2007 – 2010 State Resource Centers; Hayward, CA

- Evaluated and developed descriptions for school health education curricula and professional resources.
- Developed statewide school health services training-of-trainers modules for school nurses and after school leaders.
- Delivered state/regional presentations on the new CA After School Resource Center.

School Health Services Consultant 2007 – 2009 Oakland Unified School District; Oakland, CA

- Coordinated development, strategic planning, and implementation of new Integrated Services in Schools Initiative as funded by the Atlantic Philanthropies foundation.
- Served on interagency team for selecting new SBHC medical/dental providers, designing initial SBHC start-up processes, facilities plans, and professional development plan for community clinic and school staff.
- Supported eight target middle schools in planning and implementing SBHCs, extended day, and family support services. Engaged youth and families in program planning processes.
- Developed new district health positions, programming, partnerships, and contracts with community agencies.
- Facilitated district Wellness Council strategic planning process and meetings.

COURSES

Teaching and Precepting - CSU Sacramento, School of Nursing

Fall 2014 – present

- Co-instructor for N144 Community Health Nursing in BSN program - Faculty of Record (FOR) since Fall 2015
- FOR for N215 Community Health and Policy in MSN program (starting Fall 2015)
- Co-instructor for all core courses in master's-level School Nurse Credential program:
 - N213C & D – Seminar in Specialized Nursing Processes: School Nursing I & II – FOR since Summer 2015
 - N232A – Advanced Pediatric Assessment (Fall 2014)
 - N209 – Advanced Role Development in Nursing (Spring 2015)
- Precept CSUS BSN students in N144 Community Health Nursing clinical rotations
- Precept CSUS N293D school nurse credential students in school nursing clinical rotations

Guest Lecturer - Multiple Schools of Nursing

2013 – 2014

- Taught class to CSUS school nurse credential students on new school funding mechanisms in California

SAMANTHA BLACKBURN

- Taught class to CSUS RN-BSN students on qualitative methods
- Taught class to UCD BIMSON MS and PhD students on personal research trajectory and qualitative methods

Precepting - Multiple Schools of Nursing

2012-2013

- Developed community health clinical practicum for California State University East Bay (CSUEB) BSN students as a component of the federally funded Hayward Promise Neighborhood Initiative.
- Taught three classes to CSU East Bay BSN students on community health, school nursing, school health policies, California Health Education Content Standards, and pedagogical approaches to delivering school-based health education on a variety of topics.
- Precepted CSUEB BSN students in Community Health Nursing community health fair service event

2000-2005

- Precepted nursing students from Fresno State University (School Nurse Credential Program) and Samuel Merritt School of Nursing (BSN Community Health Nursing Clinical Rotation).

PUBLICATIONS

D Baker, S Blackburn, K Hebbeler. (2015, July 28). At risk for school failure: Students with special health care needs [Web log post]. Retrieved from <http://edpolicyinca.org/blog/risk-school-failure-students-special-health-care-needs>

Miller, E., Goldstein, S., McCauley, H.L., Jones, K.A., Dick, R.N., Jetton, J., Silverman, J.G., Blackburn, S., Monasterio, E., James, L., Tancredi, D.J. (2015). A school health center intervention for abusive adolescent relationships: A cluster RCT. *Pediatrics*, **135**(1), 76-85.

Dick R. N., McCauley H. L., Jones K. A., Tancredi D. J., Goldstein S., Blackburn S., Monasterio E., James L., Silverman J. G., Miller E. Cyber dating abuse among teens using school-based health centers. *Pediatrics*, **134**(6), e1560-e1567.

McCauley, H. L., Dick, R. N., Tancredi, D. J., Goldstein, S., Blackburn, S., Silverman, J. G., Monasterio, E., James, L., Miller, E. (2014). Differences by sexual minority status in relationship abuse and sexual and reproductive health among adolescent females. *Journal of Adolescent Health*, **55**(5), 652-658.

McCauley, H. L., Dick, R., Tancredi, D., Goldstein, S., Blackburn, S., Monasterio, E., James, L., Miller, E. (2014). Adolescent relationship abuse, sexual assault, and disparities in sexual risk by sexual orientation among female clients of school-based health centers. *Journal of Adolescent Health*, **54** (2 Supplement), S5-S6.

Clayton, S., Chin, T., Blackburn, S., Echeverria, C. (2012). Different setting, different care: Integrating prevention and clinical care in school-based health centers. In T. Wright & J. Richardson (Eds.), *School-based health care: Advancing educational success and public health* (pp. 15-25). Washington, DC: American Public Health Association.

Clayton, S., Chin, T., Blackburn, S., Echeverria, C. (2010). Different setting, different care: Integrating prevention and clinical care in school-based health centers. *American Journal of Public Health*, **100**(9), 1592-1596.

ACADEMIC PRESENTATIONS

Blackburn, S. "Brokering Student Well-Being: Understanding the Work of School Health Administrators." UC Davis' Qualitative Health Research Symposium, May 4, 2016.

Blackburn, S. "How School Health Administrators Broker, Partner, and Advocate for Student Health." Western Institute of Nursing's 49th Annual Communicating Nursing Research Conference, April 9, 2016.

SAMANTHA BLACKBURN

- Blackburn, S. "Engaging BSN Students through Team-Based Learning and Peer Assessment." Western Institute of Nursing's 49th Annual Communicating Nursing Research Conference, April 9, 2016 and Sigma Theta Tau Zeta Eta Research Roundtable/Leadership Luncheon, March 5, 2016. (Poster)
- Blackburn, S., Alexander, T., Knoblock, H., Smeland, J. "Working Outside the Clinic Walls: How SBHCs Can Take on School-Wide Health and Wellness." 2015 National School-Based Health Care Convention. June 27, 2015.
- Bakerjian, D., Blackburn, S. "Students' Attitudes and Knowledge Resulting from Traditional Case-Based Learning." Western Institute of Nursing's 48th Annual Communicating Nursing Research Conference, April 25, 2015.
- Blackburn, S. "Maximizing Student Success by Strengthening Program Leadership." Western Institute of Nursing's 48th Annual Communicating Nursing Research Conference, April 23, 2015 and Sigma Theta Tau Zeta Eta Research Roundtable/Leadership Luncheon, March 7, 2015.
- Dick R., Blackburn S. "Making a difference: a school health center intervention using the 'Hanging Out or Hooking Up' clinical guidelines to reduce adolescent relationship abuse." 2014 National School-Based Health Care Convention. Seattle, WA. July 2, 2014.
- Monasterio E., Dick R., Blackburn S., Chopel A. "Promoting Healthy Adolescent Relationships in SBHCs." 2014 National School-Based Health Care Convention. Seattle, WA. June 29, 2014.
- Chopel A., Blackburn S. "School-Based Adolescent Relationship Abuse Prevention and Intervention Programs." DELTA FOCUS (Domestic Violence Prevention Enhancement and Leadership Through Alliances Focusing on Outcomes for Communities United With States) Leadership Meeting. Sacramento, CA. April 8, 2014.
- Blackburn S., Goldstein S., Jetton J., Dick R., Miller E. "Evaluating SBHC Adolescent Relationship Abuse Prevention and Intervention Programs." National School-Based Health Care Convention. Washington, DC. June 24, 2013. (Poster; received 2nd place award)

PUBLISHED CONFERENCE ABSTRACTS

- McCauley H., Dick R., Jones K., Goldstein S., Tancredi D., Jetton J., Silverman J., Blackburn S., James L., Miller E. "Reproductive Coercion Among Adolescent Females Seeking Care at School-Based Health Centers." Pediatric Academic Societies and Asian Society for Pediatric Research Joint Meeting. Vancouver, BC, Canada. May 5, 2014.
- McCauley H., Dick R., Tancredi D., Goldstein S., Blackburn S., Monasterio E., James L., Miller E. "Adolescent Relationship Abuse, Sexual Assault, and Disparities in Sexual Risk by Sexual Orientation Among Female Clients of School-Based Health Centers." Society for Adolescent Health and Medicine 2014 Annual Meeting. Austin, TX. March 25, 2014.
- Dick R., Goldstein S., Silverman J., Tancredi D., Jetton J., Newlan S., Blackburn S., James L., Monasterio E., Miller E. "Student response to a healthy relationship intervention in school-based health centers." American Public Health Association Annual Meeting. Boston, MA. November 5, 2013. (Poster)

COMMUNITY HEALTH TRAININGS AND CONFERENCE PRESENTATIONS

- *Expanding Student Health Services through School Health Center and Community Partnerships*, 8th Pediatric Diabetes and Obesity Seminar, Sutter Medical Center, February 2014
- *School-Based Health Centers for Wellness: Promoting Nutrition and Physical Activity Policy and Environmental Change in Schools*, School-Based Health Alliance National Convention, June 2013

SAMANTHA BLACKBURN

- *School-Based Strategies to Address Teen Dating Abuse*, California Partnership to End Domestic Violence Annual Symposium, June 2012
- *Bringing Health Services to Your Community School: Funding, Processes, and Providers*, Coalition for Community Schools National Forum, May 2012
- *Building a System of Supports for Community Schools*, Coalition for Community Schools National Forum, May 2012
- *SBHC Integration: Tools and Tips for Integrating Your SBHC into the Core Work of Schools*, Coalition for Community Schools National Forum, May 2012
- *Strengthening Partnerships that Promote Adolescent Immunizations*, California State Immunization Coordinators Annual Meeting, May 2012
- *SBHC Planning and Operational Models*, California School Health Centers Association (CSHC) Annual Conference, March 2012
- *Ready, Set, Success! SBHCs' Role in Addressing Chronic Absence*, CSHC Annual Conference, Spring 2011 & 2012
- *SBHC Integration: A Cross-Agency Quality Improvement Collaborative Model*, National Assembly on School-Based Health Care (NASBHC) Annual Convention, June 2011
- *SBHCs and Health Care Reform Update*, Region 1 Healthy Start and Family Resource Centers Network, May 2011
- *Crucial Partners: SBHCs and School Site Leadership*, CSHC Regional Conferences, Spring 2011
- *Building The Principal's Role in Community Schools*, Principal Leadership Institute, UC Berkeley, April 2011
- *Bridging Education and Health, Panelist on School Nursing and SBHCs*, Los Angeles County School Trustees Association, March 2011
- *SBHC Integration: Oakland Elev8 Quality Improvement Collaborative*, Oakland USD, March 2011
- *School Health Centers: Policy, Practice, and Partnership*, California School Nurse Organization (CSNO) Annual Conference, March 2011
- *Financing School Health Services Through Community Partnerships*, Association of California School Administrators: Every Child Counts Symposium, January 2011
- *Comprehensive Sexual Health Education*, Policy Leadership Institute at the California School Boards Association (CSBA) Education Convention, December 2010
- *Taking Community Schools into the 21st Century - Health and Wellness*, Bay Area Community Schools Forum, October 2011
- *A New Paradigm for Sexual Health Education, Panelist on Schools Implementation*, California Adolescent Health Collaborative Conference, October 2010
- *Bringing Health Centers into Public Housing, Lessons Learned from SBHCs*, Healthy Living in Bay Area Public Housing Communities, UC Berkeley Center for Cities and Schools, September, 2010
- *Furthering the Link Between SBHCs and Education: A Multi-Pronged Approach in California*, NASBHC, June, 2010
- *H1N1: An Opportunity to Build Working Partnerships Between SBHCs and Community Clinics*, NASBHC, 2010
- *How to Increase Your Impact on Student Academic Success*, CSHC Annual Conference, 2010
- *Building Successful Community Clinic/School Partnerships*, CSHC Annual Conference, 2010
- *How to Start A School Health Center*, CSHC Annual Conferences, 2009, 2010, 2011
- *State Policy Briefing: What's Happening in School Health Services? (Panelist)*, March 2009
- *Growing School Health Centers: Opportunities and Challenges*, CSNO Annual Conference, March 2009
- *Comprehensive Care at School: School Nurse-School Health Center Partnerships*, CSNO Conference, March 2009
- *Financing School Health Centers Through Community Partnerships*, CSBA Convention, December 2008
- *School Health Centers: Putting Health Care Where Kids Are*, California PTA Annual Convention, May 2008
- *Complementary Vaccine Delivery Sites (school immunization clinics)* California Immunization Coalition, April 2008
- *School Health Centers in the Central Valley of CA*, Great Valley Center IDEAL Fellows, March 2008 & 2009
- *The Relationship Between School Nurses and School-Based Health Centers, and School Nurse Leadership in Local School Wellness Policy Implementation*, Oakland Unified School District, 2008
- *Wellness, Health Education and Health Services Delivery in After School Programs*, CSBA Wellness Conference, 2007
- *The Missing Link: Personal/Social Skills in Prevention Education*, Region 7 After School Institute, 2007
- *Health Needs of Students in After School Programs*: CSNO Annual Statewide Conference, 2007
- *Achieving Nutrition and Fitness Goals*: CA School-Age Consortium (CalSAC) Statewide Conference, 2007
- *Nutrition and Decision-Making Education Training-of-Trainers*: CA Department of Education Nutrition Services Consultants and CA Department of Health Services Regional Nutrition Education Consultants, 2007

SAMANTHA BLACKBURN

- *Nutrition Media Literacy*: Multiple after school conferences & venues, 2006-07
- *Bullying Prevention & Cultivating Student Allies*: Multiple after school conferences & venues, 2006-07
- *Standards-Based Health Education*: CalSAC trainers; After School Nutrition Education Leadership Learning Communities, 2006
- *Peer Nutrition & Body Image Education*: CalSAC After School Conference, 2004
- *Noise-Induced Hearing Loss*: Alameda Co. SBHC Coalition, 2003; CA School Health Centers/Health Framework conference, 2004

PROFESSIONAL AFFILIATIONS

Sigma Theta Tau (Zeta Eta-at-large Chapter) International Honor Society of Nursing
Western Institute of Nursing
National Association of School Nurses
California School Nurses Organization
School-Based Health Alliance
California School-Based Health Alliance

COMMITTEE MEMBERSHIP

CSU Sacramento

- Task Force Member, Student Success Center, College of Health and Human Services, spring 2016
- Board Member, Sigma Theta Tau (Zeta Eta-at-large Chapter) International Honor Society of Nursing, 2015 - present
- Chair, School of Nursing BSN Admission Criteria Task Force, 2015 - present
- Member, School of Nursing Graduate Committee, 2015 - present
- Member, School of Nursing Undergraduate Curriculum Committee, 2014 - present
- Vice-Chair, Council on Preparation of School Personnel Subcommittee, 2014 – 15; Member, 2015 - present

Community

- Member, Hiram Johnson School-Based Health Center Advisory Council, 2015 - present
- Board Member, Shop 55 Wellness Center Advisory Board, Oakland High School, 2012-14
- Member, Coalition for Community Schools National Forum Program Planning Committee, 2012
- Member, Bay Area Community Schools Intermediaries; community school framework and logic model, 2010-13
- Member, National Assembly on School-Based Health Care; Technical Assistance & Training Advisory Panel, 2010-12
- Advisory Member, Oakland USD Community Schools Task Force, 2011
- Member, California Coordinated School Health Steering Committee, CA Dept. of Education; strategic planning meeting, 2011
- Member, California Schools Environmental Health and Asthma Collaborative (SEHAC), 2010-11
- Co-Chair, California School Nurses Organization, Conference Program Committee, 2009
- Member, Complementary Learning Strategic Planning Committee, Oakland USD, 2008-09
- Board Member at Large, California School Nurses Organization, Bay Coast Section, 2003-2005
- Chair, Oakland Unified School District School Nurse Council, 2002-2005
- Member, Roosevelt Middle School Leadership Team, 2000-2005

LANGUAGE SKILLS

- Spanish bilingual

Michael Riggs**Teacher, coach, athletic director**

Ramona Middle School

Education

- Master of Science in Health and Human Performance
University of Montana
- Teaching credential, Physical Education, General Science
University of La Verne
- Bachelor of science in Health, Physical Education, Recreation
University of La Verne

| | | | |
|-------------------------------|--|-------------------------------------|------------|
| Grade Level Experience | 6-8, 9-12, Other Undergraduate | Years of Teaching Experience | 31 Year(s) |
| Subject Taught | Health Education, Physical Education, Life Science | | |
| Ethnicity | White | Gender | Male |

Experience Teaching English Learners

Yes

6-8 15 years

CLAD certificate

Experience Teaching Students with Disabilities

No

Standards-Based Interdisciplinary Instructional Experience

A lesson I have used quite often involves students calculating the percentage of calories from each of the three macro nutrients. This lesson helps students better understand calorie balance while teaching or reinforcing math skills. The lesson can be adjusted for many different grade levels. On the basic level, students see the percentages of

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calories from protein, fat, and carbohydrate in different foods. The lesson can be expanded by calculating percentages of simple and complex carbohydrates, and the different types of fats in a food. An understanding of the different sub-types within the macro nutrients can then be attained. One of the other benefits of this lesson is students have personal buy-in. They are analyzing foods of their choosing that they frequently eat.

Differentiated Instruction for a Diverse Student Population

One of the nice things about the food label percentages lesson is it already lends itself to different groups of students. Students use foods that they frequently eat. Students share their personal analyses with the class. This gives students of different backgrounds the opportunity to learn about unfamiliar foods. This assignment can also be done in groups. Different members of the groups can have different roles to help develop certain abilities. Some students in the groups can work as peer coaches or otherwise assist students of different ability levels or learning styles.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health

I have two particular areas of experience in health education. I have taught a seventh grade health class I titled "Teen Fitness." Many of the current health standards were addressed in the class. Topics that were especially detailed had to do with growth and development, and nutrition and physical activity.

For the last fifteen years I have taught a class at the University of La Verne titled "Health and Fitness Strategies." The class is a required class for all Kinesiology majors. It is also required for diversified majors going into elementary education. In the class, students are taught general health concepts that are necessary for a healthy lifestyle. Students are also taught more advance fitness concepts that would be used in coaching or athletic training. Also included in the class are strategies to teach health and fitness concepts to others. These range from ways to teach health to elementary students to helping athletes understand different aspects of their training.

Previous Committee Experience

I served as member of the CFCC that developed the California Physical Education Framework.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces

instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

no

Question 2

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

no

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

no

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

no

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

no

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible,

including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

no

References

- Nannette Hall
Assistant Superintendent
Bonita Unified School District
- Richard Crosby
Director of Human Resources
Duarte Unified School District
- Paul Alvarez
Professeeor
University of La Verne

Supervisor

Anne Neal
Principal

Michael Riggs

Objective

To become a member of the California Health Curriculum Framework and Criteria Committee.

Experience

2006-2007 California Department of Education
Member of the California Physical Education Curriculum Framework and Criteria Committee

1991-present Ramona Middle School La Verne, CA
Teacher, Coach, Athletic Director

- Taught: physical education, health, fitness, science, math, grades 6-8
- Coached: basketball, track and field, football, grades 6-8
- In-charge of overall athletic department and intramural program
- CAHPERD Southern District physical education program of the year, 2000
- CAHPERD Pomona Valley physical education program of the year, 1999
- CAHPERD Pomona Valley physical education teacher of the year, 1999
- Exemplary Health and Physical Education recipient, 1998
- Helped develop district physical education framework, 1994

1993-present University of La Verne La Verne, CA
Football Coach, Professor

- Coach, Running backs and receivers, 1993-2001
- Professor, Health and fitness, 2000-present

1990-91 University of Montana Missoula, MT
Instructor

- Various activity classes: basketball, softball, volleyball, racquetball
- Physical Education theory classes: how to teach activities

1985-1990 Bonita High School La Verne, CA
Teacher, Coach

- Taught: 9th grade science and 9th-12th grade physical education, 1986-90
- Coached football, basketball, badminton, 1985-90
- Football offensive coordinator, 1986-90

Education

1993 University of Montana Missoula, MT

- M.S. Health and Human Performance
- Graduated with departmental honors

1985 University of La Verne La Verne, CA

- B.S. Physical Education
- Graduated *cum laude*, and with departmental honors
- Teaching credential in 1986

Assistant Director of Mt. Baldy Ski School in charge of instructor development

White water river guide and trip leader

Kimberley Sinclair
Health/AP Psychology Teacher
Glendale High School

Education

- Master of Arts in Public Health
University of California, Los Angeles
- Health Professional Clear Credential
California State University, Northridge
- Bachelor of Arts in Sociology
University of California, Los Angeles

| | | | |
|-------------------------------|--|-------------------------------------|------------|
| Grade Level Experience | 9-12 | Years of Teaching Experience | 23 Year(s) |
| Subject Taught | Health Education, Other subject not mentioned above AP Psychology | | |
| Ethnicity | White | Gender | Female |

Experience Teaching English Learners

Yes

9-12th 23 years

Supplemental Psychology, Sociology, Intro to Science

Experience Teaching Students with Disabilities

Yes

9-12th 23 years

Standards-Based Interdisciplinary Instructional Experience

This is a worksheet I created to illustrate to students both the economic cost as well as the social/physical cost of cigarette use. Students fill it out as whole class discussion.

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

Paying the Price

One pack of Cigarettes is made up of _____ cigarettes. Each Cigarette costs _____ to make. The Tobacco Company makes _____ cigarettes per pack. Each Pack cost _____ to make and the Tobacco company sells it for \$_____ per pack.

The cost of smoking cigarettes If I do not smoke, I can buy:

1 Pack of cigarettes costs \$

1 Pack a day smokers costs \$

1 pack a day smoker for a year costs

\$

1 pack a day smoker for 40 years costs

\$

This Classroom contains _____ of students. If all the students in this classroom were to smoke it would cost \$_____.

The cost of 435,000 people who quit or die from smoking a pack a day for forty years is \$_____.

The average cost per year is \$_____.

The average lifetime cost is \$_____.

Differentiated Instruction for a Diverse Student Population

The above worksheet applies to all people regardless of demographic and confounding variables. We discuss why the tobacco industry needs to replace adult smokers with kids and how they benefit from that. The answers are written on the board as students volunteer answers.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

Glendale Unified School District/Glendale High School

- *Class of 2016 Co-Advisor, SY 2012-2016

- * Tree Mapping and Plant Recommendation, 2015

- *Glendale Teachers Association (GTA) Union Representative and site secretary (142 members), 1999-2010

- *District Curriculum Study Committee, Psychology Curriculum Author, 2009

- *Master Teacher for CSUN Credential Candidate, Kristina Garcia, 2006, Point Loma Linda Credential Candidate, Narbeh Der-Gevorkian, 2013

- *Co-Chair of the Curriculum Study Committee for Health and Guidance at district level, 1999-2001

Civic Activities

- *Los Angeles County Tobacco Control and Prevention Program Request for Proposal Review Panel, Reviewer, May 2009

- *Smoking Restrictions Ordinance, Glendale Municipal Code, Â§12.08.03,5, Oct 7, 2008, Coalition Member

- *Tobacco Retail Licensing Ordinance, Glendale Municipal Code, 5577 Â§1, Glendale Healthy Youth Advocacy Coalition, Member, (Collaboration with Los Angeles Department of Public Health) 2007

- *Reading Institute for Academic Preparation Participant, California State University, Los Angeles, 2005-2006

Previous Committee Experience

I have served on:

- *CalTPA Health Rubric Development, November 2016
- *Focus Group Health Framework for California Public Schools, panelist, 2009
- *Testified before California State Superintendent, Jack O'Connell and CA State school board members on behalf of California Health Education Standards Adoption, 2008
- *California Teachers Subject Matter Health Science Examinations Standard Setting Panel, Member, 2005
- *California Teachers Association, Member, 1995-Current
- *APA Teachers of Psychology Secondary Schools (TOPPS), Member, 2006-present
- *Lifetime Member of UCLA Alumnae Association

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

None

Question 2

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

References

- Monica Makiewicz
Assistant Superintendent of Instruction
Covina Valley Unified School District
- Deb Rinder
Assistant Superintendent of Instruction
Glendale Unified School District
- Benjamin Wolf
Principal
Glendale High School

Supervisor

Benjamin Wolf
Principal

KIMBERLEY A SINCLAIR

| | |
|--|---|
| OBJECTIVE | Community College Health Teacher or Health Policy Advocate |
| EDUCATION | University of California, Los Angeles , Los Angeles, California <i>Master's in Public Health, Community Health Education, 2005</i> <i>Bachelor of Arts, Sociology, 1987</i> United States Army Reserve , Fort Hunter Liggett, CA <i>Combined Arms School (Leadership at Brigade Level), 1998</i> United States Army Reserve , Fort Gordon, GA <i>Public Affairs Course Phase I and Phase II, 2000</i> |
| LICENSURE AND CERTIFICATION | California State University, Northridge , Northridge, California <i>Professional Clear Health Science Teaching Credential,</i> <i>Supplemental Authorizations: Introduction to General Science,</i> <i>Psychology, and Sociology, and CLAD, Credential, 1995</i> College Board <i>Advanced Placement® Designation for Psychology, 2007</i> NCHEC. Inc. <i>Certified Health Education Specialist #12492, 2005</i> |
| EXPERIENCE | UCLA, Undergraduate Admissions and Relations with Schools , <i>Undergraduate admissions reader, Fall 2011-Present</i> Pasadena City College , Pasadena, CA <i>Health Teacher, 2008-Present</i> Glendale High School , Glendale, California <i>Psychology Teacher, 2006-Current</i> <i>Health Teacher, 1993- Current</i> United States Army, Reserve , <i>Major, Adjutant General Corps, 1983-2002</i> <i>(Honorable Discharge)</i> |

**PROFESSIONAL
AND LEADERSHIP
ACTIVITIES**

Glendale Unified School District/Glendale High School

- *Class of 2016 Co-Advisor, SY 2012-2016
- * Tree Mapping and Plant Recommendation, 2015
- **Glendale Teachers Association (GTA) Union Representative and site secretary (142 members), 1999-2010*
- **District Curriculum Study Committee, Psychology Curriculum Author, 2009*
- **Master Teacher for CSUN Credential Candidate, Kristina Garcia, 2006, Point Loma Linda Credential Candidate, Narbeh Der-Gevorkian, 2013*
- **Co-Chair of the Curriculum Study Committee for Health and Guidance at district level, 1999-2001*

Civic Activities

- **Los Angeles County Tobacco Control and Prevention Program Request for Proposal Review Panel, Reviewer, May 2009*
- **Smoking Restrictions Ordinance, Glendale Municipal Code, §12.08.03,5, Oct 7, 2008, Coalition Member*
- **Tobacco Retail Licensing Ordinance, Glendale Municipal Code, 5577 §1, Glendale Healthy Youth Advocacy Coalition, Member, (Collaboration with Los Angeles Department of Public Health) 2007*
- **Reading Institute for Academic Preparation Participant, California State University, Los Angeles, 2005-2006*

California State Activities

- **CalTPA Health Rubric Development, November 2016*
- **Focus Group Health Framework for California Public Schools, panelist, 2009*
- **Testified before California State Superintendent, Jack O'Connell and CA State school board members on behalf of California Health Education Standards Adoption, 2008*
- **California Teachers Subject Matter Health Science Examinations Standard Setting Panel, Member, 2005*
- **California Teachers Association, Member, 1995-Current*
- **APA Teachers of Psychology Secondary Schools (TOPPS), Member, 2006-present*
- **Lifetime Member of UCLA Alumnae Association*

PUBLICATIONS

- Contributor, Health Education Challenge Standards, California Department of Education, 1998
- Contributor, District Civility Policy, 2006
- Contributor, Tobacco Retail Licensing Ordinance, City of Glendale, 2007

Contributor, Teaching Tips for General Psychology to accompany Thinking About Psychology- the science of mind and behavior, **Worth Publishers**, 2007

Contributor, Smoking Restrictions Ordinance, **City of Glendale**, Neighborhood Services, 2008

Contributor, Quality of Life Indicators Report, **City of Glendale**, Neighborhood Services, 2008

Co-Author of new District Psychology Curriculum, 2009

GRANTS RECEIVED

*Technology committee, member, Digital High School Grant awarded 1999
Purchase 20 "Baby Think It Over" Dolls and accessories for 5 Health
classes, Glendale Community Foundation Awarded 2000*

REFERENCES

Dr. Deb Rinder, *Assistant Superintendent, Glendale Unified School District* (818) 241-3111

Dr. Monica Makiewicz, *Assistant Superintendent, Covina Valley Unified School District*,
(626) 974-7000

Dr. Benjamin Wolf, *Principal, Glendale High School*, (818) 242-3161

Martha Adriasola-Martinez
Teacher on Special Assignment
San Francisco Unified

Education

- National Board Certification in Health
National Board for Professional Teaching Standards
- Single Subject Health Science Credential
Commission on Teaching Credentialing
- Bilingual Cross Cultural Credential (Life)
San Francisco State University
- Ryan's Multiple Subjects Credential (Life)
San Francisco State University

| | | | |
|-------------------------------|--|--|------------|
| Grade Level Experience | K-2, 3-5 | | 38 Year(s) |
| | K-6 Multiple Subject Classroom, Health Education | | |
| | Hispanic/Latino | | Female |

Experience Teaching English Learners

Yes

Grades K - 5, for 20 years

Bilingual Bi-cultural Specialist Credential

Experience Teaching Students with Disabilities

Yes

Grade 3, five years

Standards-Based Interdisciplinary Instructional Experience

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

I have developed a lesson for grade three on Growth and Development based on standard 1.2.G (Recognize that there are individual differences in growth and development) from the Health Education Content Standards for CA and the CA CCSS in English Language Arts - Key Ideas and Details (Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.) First I send a Parent Notification letter home 14 days in advance. I create a safe space and reduce anxiety by establishing agreements. I promote positive self-image by reinforcing the idea that puberty is a natural phase in all lives. I make it clear that what classmates bring up in the session will not be discussed outside (confidentiality). I state that scientific words will be used. (The class is not separated by gender.) At the start of the lesson to put the students at ease we practice deep breathing and have a laugh session; to get the giggles out. To introduce the lesson I say that puberty is a natural part of growing up and all our bodies go through changes. Using the book "It's So Amazing" students will read page 10 titled "Same and Different", students read about male and female bodies, and parts that are similar or different (a vocabulary list can be generated). Pages 12 and 13 will be read which explain "Growing Up" and the fact that puberty changes occur on an individual basis. An activity follows; a Venn Diagram is placed on the board and each student is given a printed "puberty change" strip (i.e., pubic hair appears, hips widen, hair grows on face,...). Each student goes up to the board to place the phrase strip on the appropriate section of the diagram (Female - Both - Male). The diagram is reviewed after all have placed their strips. Finally, students are given a small blank piece of paper to write any questions anonymously and place in a box. I read the questions later and respond to them in front of the class the following day.

Differentiated Instruction for a Diverse Student Population

The lesson is inclusive of all races and ethnic and cultural backgrounds, the book used depicts drawings of people of different ethnicities. To be respectful of cultural beliefs parents/guardians are sent a notification two weeks in advance of the lesson so that they can review the materials that will be presented. To be sensitive to all genders and sexual orientations (students/families) the lesson will be prefaced by explaining that students will be learning scientific facts about biological changes that occur to all bodies regardless of gender or orientation. The appropriate terms "male" and "female" will be used to describe changes in those bodies. To address the needs of students with disabilities, those students with needs would be paired with another student, if it is a mobility issue to reach the board for the Diagram activity, or if it is a literacy challenge a stronger reader could sit with the student who needs support. If it is an English Learner the same strategy of sitting the student with another would help in reading the text and completing the Diagram activity (the teacher or another adult in the room can assist with writing the anonymous note).

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

My first work experience, during college at a drug center working with youth in the summer, was invaluable as I was preparing to complete my elementary credential work. It put me in touch with what was happening to youth in the Latino community of San Francisco. My twenty year teaching experience at an elementary Spanish newcomer school taught me about the needs of immigrants and students with various educational and health challenges. I created many lessons and assessments to address these needs and I participated in countless workshops and conferences dealing with bilingual literacy, math, writing, and health. I became more involved with Health by becoming a Health Advocate (HA) for my school and later a Health Education Teacher Leader (HETL) (a mentor) for San Francisco Unified. I was then asked to become a Teacher on Special Assignment (TSA) at the School Health Programs Office. In this role I began overseeing elementary health education and coordinating the HA and HETL meetings as well as professional development. All the workshops address important Health topics and include the CA Health Standards. One year I led the Nutrition Education Project. I have further expanded my experiences by assisting with the Tobacco Education Program in middle school and leading a high school youth tobacco advocacy group. I was approached about pursuing a National Board certification in Health and joining the CA Physical Education Health Project Advisory Board. I believe that all these experiences (as well as the ones below) have helped me to become a candidate for the CFCC.

Previous Committee Experience

Yes, I was on the committee that wrote the CA Health Education Content Standards. I was the only elementary school teacher in the group. It was privilege. I also served on the CA Healthy Kids Resource Center review board for many years (1996 - 2003). I assist with review and input to the American Heart Association's "Heart Power" curriculum and delivered workshops on it. My job as a TSA at SFUSD has allowed me to develop various lessons to accompany Health topics such as puberty, as well as lessons to accompany our Family Diversity (LGBTQ) books.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

NO

Question 2

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

NO

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

Only the work with the Standards committee.

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

NO

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

NO

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

NO

References

- Mark Elkin
Teacher on Special Assignment
SFUSD
- Erica Lingrell
Program Administrator
SFUSD
- Quarry Pak
Program Administrator
SFUSD

Supervisor

Kim Coates
Executive Director

Health Education Experience

Education/Credentials:

| | | |
|------|--|--------------------------------|
| 2016 | Health Science Credential | |
| 2010 | National Board Certification in Health | |
| 1981 | Bilingual Cross Cultural Life Credential | San Francisco State University |
| 1979 | Ryan Multiple Subjects Life Credential | San Francisco State University |
| 1978 | Bachelor of Arts Liberal Studies Degree | San Francisco State University |

Work Experience:

San Francisco Unified School District (SFUSD), 1978 to present

Teacher on Special Assignment, all levels – Student, Family, Community Support Department/ (SFCSD)/School Health Programs Office - September 2000 to present

- Plan, coordinate, and facilitate the high school Teens Tackle Tobacco Leadership Team
- Plan, coordinate, and facilitate elementary Health Advocate Program and meetings, and coordinate elementary level district-wide theatrical performances related to health education
- Collaborate with and coordinate the Middle School Youth Outreach Coordinator program
- Assist with the Tobacco Use Prevention Education grant implementation and regional workshops including point person for district-wide Red Ribbon Week and Red Ribbon Event
- District contact for the Safe Routes to School program (city wide collaboration)
- Plan, coordinate, and deliver professional development related to health education programs utilizing effective communication and presentation skills
- Increase awareness and compliance of Comprehensive Health related policies and health awareness events and resources through Weekly Administrative Directive preparation/submission
- Increase school sites capacity to implement Health Education Curriculum by providing resources to school staff
- Collaborator with Community Based Organization orientation
- Co-facilitator of the Curriculum Materials Review Task Force, maintaining and publicizing approved outside speakers list and reviewing Community Based Organization material
- District coordinator for the Kindergarten to College programs
- Assist with the Nutrition Education Award
- Design and implement the Health Education Teacher Leader program building on direct past experience

Health Education Teacher Leader (HETL), Elementary - September 1998 to June 2000

- Provided professional development, modeling, and support to teachers related to research-based "best practices" in health education and current health-related issues
- Developed strategies to integrate health concepts and skills across other disciplines
- Facilitated HETL meetings and Health Advocate cluster meetings
- Maintained database for record keeping and developed reports

Health Advocate - September 1992 to June 1998

- Served as a liaison between Mission Education Center school and SFCSD
- Assisted site staff with delivering the health education curriculum, increasing the awareness and implementation of health-related policies, procedures and activities

Bilingual teacher at newcomer Mission Education Center School - September 1981 to June 2000

- Organized school wide events with community organizations (often doing simultaneous Spanish translation or translating written health material)
- Served on the Curriculum & Materials Review Task Force as a teacher representative Spring 2000
- Presented parent workshops in the area of health and nutrition (in Spanish)
- Co-wrote and co-facilitated a S.F. Education Fund grant on Mexican folk dance (physical activity promotion)

Other related experiences:

- Member of the SFUSD's Standard's Based Report Card Task Force (2014 to present)
- Chair of the Alliance of Mission District Catholic Schools (2009 to present)
- Advisory Board member of the California Physical Education Health Subject Matter Project (2010-2015)
- Advisory panel member of California Health Education Content Standards (2006)
- Trainer of trainers workshop participant for "Too Good For Drugs" curriculum (2004)
- Translated (Spanish) and reviewed Youth Risk Behavior Survey and California Healthy Kids Survey (2000 - 2003)
- Reviewed and recommended curriculum for The California Healthy Kids Resource Center (1996 - 2003)
- Volunteer for the American Heart Association (1993), served as School Committee chair from 1997-98
- Piloted curriculum and provided consultancy for the American Heart Association's Heart Power kits in English and Spanish, delivered presentations on Heart Power (1995)
- Member of the first SFUSD Parent Handbook Task Force (1992 - 93)
- Interview and Selection Committee member for Superintendent of SF Archdiocese (1990)
- Paraprofessional in SFUSD children center's (1978 - 1980)
- Education worker/translator at Centro de Cambio drug rehabilitation center (1975-77)

Martha L. Adriasola-Martinez

Jill Vandroff

School Nurse/ Head Nurse

San Mateo County Office of Education

Education

- Master of Science in Nursing (MSN)
California State University, Sacramento
- Bachelor of Science in Nursing (BSN)
University of Tennessee Center for Health Sciences
- Public Health Nurse (PHN)
University of Tennessee
- School Nurse Credential
California State University, Sacramento

| | | | |
|-------------------------------|--|-------------------------------------|------------|
| Grade Level Experience | K-2, 3-5, 6-8, 9-12, Other pre- school; transition | Years of Teaching Experience | 14 Year(s) |
| Subject Taught | Health Education | | |
| Ethnicity | White | Gender | Female |

Experience Teaching English Learners

Yes

high school level; sexual health education; 10 years

many trainings over the years in sexual health education

Experience Teaching Students with Disabilities

Yes

pre school-13 10 years part time with students in special education; 4th year full time students with moderate to severe disabilities

Standards-Based Interdisciplinary Instructional Experience

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

I have taught numerous comprehensive sexual health education lessons that touch on the health content areas of personal health, consumer and community health, injury prevention and safety, alcohol, tobacco, and other drugs, family living, individual growth and development, and communicable and chronic diseases. These tie to English Language and Science state-adopted standards. I have also taught small and large groups of K-12 students lessons on hygiene, nutrition, and physical and mental fitness.

Differentiated Instruction for a Diverse Student Population

The curricular materials I have used for comprehensive sexual health education are up-to-date and carefully meet the standards for appropriateness to diversity and ability. Sensitivity to this is maintained by reading research articles, professional journals, and networking with professional colleagues. For the past 3 1/2 years, I have been personally working to adapt materials to use for sexual health education with students who have moderate to severe disabilities. When teaching classes of students who are English learners, vocabulary may need to be adapted, and cultural considerations addressed. Focus on "people first" language at all times assures the most respectful commentaries.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

All of my education in nursing is pertinent to health education. School nursing is a specialized form of public health nursing. Public health nursing focuses on the health needs of entire populations (in this case, the school), assessment of population health, attention to multiple determinants of health, and primary prevention. As I mentioned above, a comprehensive sexual health education program covers every area noted above except perhaps nutrition and physical activity. I have been integral in helping to develop tools for assessment of impact of lessons. I have done some nutrition-only presentations on reading food labels (personal health, consumer and community health, growth and development, environmental health). I am a leader at work promoting healthy food, recipes and brief (appropriate for our student with severe disabilities) lessons on nutrition and physical activity. I recently worked with our APE teacher to help him develop an appropriate yoga program for our students with severe disabilities.

Previous Committee Experience

I participated in the Focus Group held November 15th, 2016 at the Alameda Office of Education for the Health Education Framework.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

No

Question 2

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No

Question 3

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Question 4

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No

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No. I have been on some focus groups, and worked informally, and at my work site with Health Connected (while they were here teaching on contract) on development of their Sexual health Curriculum for Special Education.

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

References

- Monica Woodworth
School Nurse
SMCOE
- Lara Goldman
Assistant Principal
SMCOE K-12 SPED
- Perryn Reese
Associate Director
Health Connected

Supervisor

Linda Young
Principal

Jill Vandroff

| | | |
|--------------------------------|--|--|
| Education | 1975-1980 BSN, PHN | University of Tennessee, Center for Health Sciences, Memphis, Tennessee |
| | 2013-2015 MSN, SNC | California State University, Sacramento |
| Professional Experience | 1980-1982 Psychiatric Nurse | Veterans Administration Hospital, Menlo Park, California |
| | 1982-1983 Pediatric Nurse | Stanford University Hospital, Stanford, California |
| | 1983-1985 Public Health Nurse | California Rural Indian Health, Ukiah, California |
| | 1985-1987 Public Health Nurse | United States Peace Corps, Belize, Central America |
| | 1988-1990 Screening and Staging/Visiting Nurse | United States Peace Corps; and DRG Home Health Services, San Francisco, California |
| | 1992-1993 Intake/TAB/Triage Nurse | San Francisco General Hospital Women's Clinic, SF, California |
| | 1998-2000 Nurse Educator | South Coast Children's Services, Pescadero, California |
| | 2000-2013 Public Health/School Nurse | Cabrillo Unified School District, Half Moon Bay, California |
| | 2013-present School Nurse | San Mateo County Office of Education, Early Childhood-K-12 Special Education |
| Languages | Spanish, Portuguese | |
| Accreditation | RN License# 325377; PHN License# 33042 | |

Lidia Carlton**Chief, Health Education Unit**

California Department of Public Health, STD Control Branch

Education

- Master of Science in Public Health; Community Health Sciences
University of California, Los Angeles
- Bachelor of Arts in Fine Arts; Film Production. Minor; Latin American Studies
Chapman University

| | | | |
|-------------------------------|--|-------------------------------------|-----------|
| Grade Level Experience | 6-8, 9-12 | Years of Teaching Experience | 0 Year(s) |
| Subject Taught | Other subject not mentioned above sexual health education | | |
| Ethnicity | White | Gender | Female |

Experience Teaching English Learners

No

Experience Teaching Students with Disabilities

No

Standards-Based Interdisciplinary Instructional Experience

I have not taught or developed standards-based lessons for students. I have worked with school district staff to support the alignment of sexual health education into their science and physical education programs. I train teachers and educators on the background information required to implement standards-based instruction.

Differentiated Instruction for a Diverse Student Population

When presenting sexual health topics, I encourage teachers to use the term "partner" instead of "boyfriend" and "girlfriend" in order to meet the needs of students with a

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variety of sexual orientations. In order to meet the needs of students of all genders, I suggest to teachers that we avoid connecting sex assigned at birth with gender, meaning when describing ovaries, uterus, etc. we don't say this is strictly "female" anatomy at the high school level. Avoiding assumptions about anatomy as it relates to gender is an important component of meeting the needs of all genders.

Students with cognitive disabilities may need more simplified information about sexual behavior and risk reduction, such as an emphasis on privacy and more practice with affirmative consent.

Health education that uses a health equity lens can meet the needs of students of different races and ethnic and cultural backgrounds. Connecting health education to community factors that lead to health outcomes can help students identify their shared experiences and understand environmental factors beyond personal behavioral practices. For example, students in communities with higher rates of STDs are more at risk to acquire STDs than their counterparts in communities with lower STD prevalence, even when engaging in the same individual behaviors (if sexually active).

Areas of Expertise and Leadership

Health Content Areas: Growth, Development, and Sexual Health

For the past 13 years, I have been working on providing professional development for teachers around sexual health education, including serving as a technical assistance provider on meeting the requirements of the California education codes related to sexual health education. The education codes for sexual health education are mirrored in the health education content standards. I have specific expertise in the Growth, Development, and Sexual Health standards for middle school and high school as it relates to real-world application for a range of teachers. In the professional development training I have provided to districts over the years, I have fielded questions and concerns from many districts and teachers who are tasked to provide health education with little to no specific training on the topics related to sexual health. This gives me a broad sense of the climate around the sexual health content standards and how updating them with specificity and guidance will enhance classroom instruction.

As an employee of the California Department of Public Health (CDPH), I see myself as uniquely positioned to leverage the many statewide experts we have on all of the health education content areas to have a voice in the framework revision process. My department at CDPH, the STD Control Branch, has been partnering closely with the California Department of Education for many years and my job role specifically involves the CDE in all of my projects. I have a model for how CDPH and CDE can collaborate effectively and I can bring that to the revision process. Also, I chair the Steering Committee of the Adolescent Sexual Health Work Group, which is a collaborative of California government agencies and statewide non-government agencies with a goal to promote and protect the sexual health of adolescents in California. This gives me a

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unique opportunity to tap into the foremost experts in sexual health in the State to inform the Growth, Development, and Sexual Health standards.

Previous Committee Experience

I recently led a group of eight reviewers in the assessment of curricula for compliance with the California Healthy Youth Act, the new California law requiring comprehensive sexual health education in public schools. The review included ten of the most widely used sexual health curricula in the state, and included both middle school and high school versions when available. The sub-committee was formed via the Adolescent Sexual Health Work Group and was advised by the California Department of Education consultant assigned to sexual health education. The review process included a medical review conducted in partnership with the California Department of Healthcare Services, Office of Family Planning and the California STD/HIV Prevention Training Center.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

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including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

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No.

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No.

References

- Sharla Smith
HIV/STD Prevention Education Consultant
California Department of Education

Supervisor

Holly Howard
Chief, Health Promotion, Healthcare Quality Improvement Section

LIDIA CARLTON, MPH

RELATED PROFESSIONAL EXPERIENCE

California Department of Public Health, STD Control Branch, Los Angeles, CA

Chief, Health Education Unit - December 2015 – Current

Sexual Health Initiatives Lead - January 2014 – December 2015

Lead the work of the Health Education Unit of the Sexually Transmitted Diseases (STD) Control Branch in the statewide implementation of the California Healthy Youth Act (CHYA), a state law mandating comprehensive sexual health education in California public schools.

- Supervise two high-level staff members in support of health education activities throughout the State of California.
- Chair the Steering Committee of the Adolescent Sexual Health Work Group (ASHWG), a statewide coalition of government stakeholder and partner organizations working towards improving the sexual health of adolescents in California. Led the ASHWG through a strategic planning process and restructuring that has increased group membership and expanded the scope of work to include policy education and youth engagement.
- Initiated and lead a work group, with the support of the California Department of Education, to review 10 curricula for compliance with CHYA. Coordinate medical reviews, the compilation of group review of over 1000 pages of content, and generate final reports.
- Develop, implement, and coordinate the materials development for the Sexual Health Educator (SHE) Training Program, an in-person and online training program designed to build capacity of teachers and non-profit staff on sexual health topics, including the California education code and minor consent and confidentiality in California.
- Guide a Southern California coalition of sexual health professionals in the implementation of an annual conference that highlights innovative sexual health programs. Over 150 attendees per year over the course of eight years,

***Regional Health Education Coordinator* - April 2008 - December 2013**

- Oversee the progress of all Southern California local health jurisdictions on their youth STD prevention activities, including creating and collecting scopes of work, reports and evaluations. Provide technical assistance for program development and evaluation.

Planned Parenthood of Orange and San Bernardino Counties, Orange, CA

Program and Training Manager – Health Education. August 2007 – March 2008

Program Manager – Health Education. July 2005 – August 2007

- Managed programs and budgets for a department of over \$1 million worth of health education programming. Supervised up to eight health educators; promoted or secured reclassifications for over half of staff in department.
- Initiated and oversaw the development of first Planned Parenthood instant messenger “online hotline” service for reproductive health in the nation.

LIDIA CARLTON, MPH

EDUCATION & TRAINING

Educational Technology Certificate

San Diego State University, January 2012

Master's of Public Health; Emphasis: Community Health Sciences

University of California, Los Angeles (UCLA), March 2005

- Bixby Program Certificate: Reproductive Health and Population
- Youth for Youth Peer Education Programme Intern, Kenya. Summer 2004.

Bachelor of Fine Arts, Film Production; Minor, Latin American Studies.

Chapman University, Orange, California, May 2001

LOS ANGELES AREA COMMUNITY ENGAGEMENT

LA Derby Dolls Roller Derby League

June 2008 - current

Co-Op Member, Referee, Head of Coalition Rules Committee, former Community Service lead

Trade School Los Angeles

October 2014 - current

Volunteer/teacher for LA area grassroots community education for barter

Peace Over Violence

June 2002 – June 2004

Rape and Domestic Violence Crisis Line Volunteer

SKILLS AND EXPERTISE

- Expertise in sexual health using a reproductive justice lens.
- Expertise in minor rights in the State of California.
- Fluent in cross-sector relationship development and project management.
- High levels of resiliency in working with challenging bureaucratic environments to achieve shared goals.
- Fluent in Microsoft Office suite of software. Comfortable with new technology and online communication channels, including social media.

Matthew French

Teacher (credentials: Health Sciences, Biological Sciences, Admin. Services)

Los Angeles Unified School District

Education

- Master of Arts in Education, Secondary Teacher Education
University of Phoenix
- Bachelor of Arts in Anthropology
California State University, Los Angeles

| | | | |
|-------------------------------|--|-------------------------------------|-----------|
| Grade Level Experience | 6-8, 9-12 | Years of Teaching Experience | 8 Year(s) |
| Subject Taught | Health Education, Life Science, Biology, Other subject not mentioned above Peer Mentoring, English, ELD (1-4) | | |
| Ethnicity | White | Gender | Male |

Experience Teaching English Learners

Yes

Grades 9-12 and grade 6. 8-years, in total. Including 1-year teaching ELD (1-4).

ELD curriculum training, professional development.

Experience Teaching Students with Disabilities

Yes

Grades 9-12 and grade 6. 8-years, in total.

Full-inclusion (integrated) school. Professional development. Team-teaching with RSP.

Standards-Based Interdisciplinary Instructional Experience

Common Core Standards:

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CCSS.ELA-LITERACY.RST.9-10.1, 9-10.2, 9-10.7

Health Standards: 3.2.G, 4.1.G, 4.2.G

Title: Teen Pregnancy PSA

Topic: Teenage pregnancy and the potential consequences to health, education, finances, and social aspects.

Demonstration/Assessment (what students will know/do): Students will research/review the literature on potential negative effects of teenage pregnancy. Students will create a PSA (public service announcement) with the goal of creating behavior modification in the audience. Specifically, the PSA should be designed to educate the audience members in such a way that they will be less likely to be involved in a teenage pregnancy. Information must be accurate and cited. PSAs may be in the form of a video, a story board/comic book, poster, or a PowerPoint presentation.

Resources: Access to primary source materials to research the negative consequences of teenage pregnancy. Students can use their textbook and the Internet as well as teacher-provided websites and/or handouts.

The creation of the PSA will also require (depending upon which format the student chooses): a Computer with Internet access, a video camera and video editing software, ComicLife software, PowerPoint (or similar), poster board, arts and crafts materials.

WICOR (Writing, Inquiry, Collaboration, Organization, Reading)

W- Write a script for their PSA, or content for the presentation, depending on the type of presentation they choose.

I- Read primary source material and conduct additional research on the Internet. Students will discuss about real-life experiences related to the topic.

C- Work in pairs or small groups to develop that PSAs. Students will compare their research and include their own thoughts and ideas on the topic that may relate to their personal experiences.

O- Script and storyboard their PSA.

R- Read from the textbook, primary source materials, and additional research conducted on their own and the Internet.

Differentiated Instruction for a Diverse Student Population

Instruct students to do research that is culturally relative to them and/or their PSA audience (for example, they could research statistics about their community/race/ethnicity, etc.).

Emphasize that teen pregnancy affects both boys and girls (parents).

Note that, according to research, pregnancies are actually more common among lesbian, gay, and bisexual youths
(<http://www.reuters.com/article/us-pregnancy-teen-lgbt-idUSKBN0NZ2AT20150514>).

For gender non-conforming, certain cultural or religious backgrounds, sexual orientations, developmental level, or other various reasons, some students might think that they are “exempt” from the risks of teen pregnancy. Therefore, it is important to point out that these pregnancies affect their peers and society in a larger sense, and therefore this is still an important topic.

For students with disabilities and for English learners, accommodations could include (depending on their needs/level):

Scaffolding/outline of PSA (with or without sentence starters).

-A simplified first, next, then, storyboard to complete.

-Pre-selected source material (appropriately leveled).

-Pre-selected websites to investigate.

-Research outline guide sheet (for example, a sheet that asks pointed questions to help students analyze a source material and identify relevant information).

-Source material in a student's native language.

-Vocabulary support.

-Acting out the PSA (instead of writing).

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

My undergraduate education (Cultural Anthropology) gave me many opportunities to learn about cultures around the world as well as cultural theory (including medical anthropology). In my masters program (Secondary Teacher Education), I learned sound educational strategies, including differentiation. Together, my education has helped me to understand the importance of having culturally competent, educationally sound, and medical accurate lessons. My professional experiences have also contributed to this.

I have worked in community clinics, school-based clinics, hospitals, and for the Los Angeles County Department of Public Health, Tobacco Control and Prevention Program. These jobs have given me the opportunity to interact with the community in

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various ways, from observing direct patient care, to community health education, to policy making. My Wellness Committee experience (mentioned below) allowed me to work with a very diverse group of professionals in many areas of expertise to create health policy for our District's students, employees, and community.

As a credentialed Health teacher, I have 8 years of in-classroom experience working with the Standards, building aligned lessons and assessments, striving for best practices, behavior modification, and scientific and medical accuracy. I have also used them to structure and conduct trainings for other health teachers. My work as Lead Teacher has given me out-of-the-classroom experience coaching other teachers, supporting curriculum design and practice. I have served both high school and middle school students, teaching a very diverse population (age, gender, sexuality, culture, socioeconomic status, English proficiency, and intellectual ability). I have also had many positive experiences working with students in the Gay Straight Alliance, including community outreach (with two awards from the LAUSD Board of Education). I have also worked with the Los Angeles LGBT Center, the LA Trust, and the Dibble Institute.

Previous Committee Experience

- 1) Central Coordinated Committee on Health and Wellness Policy: Development of the LAUSD Wellness Policy (subject matter expert for Health Education).
- 2) LAUSD online high school Health Class curriculum development.
- 3) LAUSD online Nutrition & Physical Activity teacher-training module.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

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No.

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

Uncertain. I will be consulting a few hours with a publisher to help ensure that their health curriculum content is inclusive, accurate, and aligned with state standards. On the question of "will do business" I would say no, however "expected to sub

References

- Michael Romero
Superintendent, Local District 8
Los Angeles Unified School District
- Eloisa Gonzalez, MD, MPH
Director, Chronic Disease and Injury Prevention, Cardiovascular and School

Health
Los Angeles County Department of Public Health

- Timothy Kordic
Health Education Programs, HIV/AIDS Prevention Unit
Los Angeles Unified School District

Supervisor

Mark Naulls
Principal

MATTHEW PATRICK FRENCH

OBJECTIVE: Currently seeking a collaborative opportunity to participate Health Education Framework design to help ensure that it is comprehensive, inclusive, and accessible.

SKILLS:

- Seven years of classroom experience teaching Health Sciences (including comprehensive, evidence-based sexual health education) and Integrated Science (Marine Science), as well as teaching Peer Mentoring/Conflict Resolution, ELD I-IV, Yearbook, and an AVID-based advisory. Six years of experience as GSA faculty sponsor including a GSA afterschool leadership development class.
- Six years of teacher leadership experience including two years out-of-the-classroom (half-time) as elected Lead Teacher, six years of elected membership to the Leadership Team, six years elected as SSC Chair; Restorative Justice Teacher Coordinator, Project 10 Designee, Title I Designee, three years as Teacher representative to District Central Coordinated Health and Wellness Committee, two years as Union Chapter Vice-Chair.
- Educational pedagogy, curricular and lesson development (including adults and PD), learner assessment, special supports/differentiation (English language learners and students with disabilities). Parent and student communication and community involvement. Educational leadership, public advocacy, community and event organization.
- Excellent communication with peers, community members, leaders, and elected representatives. Successful collaboration with other teachers, schools, community-based organizations, and government agencies.
- Excellent verbal and written communication, report writing, and research skills. Successful academic presentations and publications. Highly detailed and organized project management with multiple timelines.
- Culturally competent teaching, investigative research, fieldwork, and publication in public health and anthropology. Successful integration of technology into the classroom, including grant procurement.

EDUCATION/CERTIFICATION:

11/2013 **CPACE (California Preliminary Administrative Credential Examination)**

Qualified for Preliminary Administrative Services Credential

01/10 – 06/11 **Master of Arts in Education, Secondary Education**

University of Phoenix, Los Angeles, California (GPA: 4.0)

06/09 **California Single Subject Teaching Credentials (Clear)**

Health Science, and Biological Science (including general science)

09/07 – 06/09 **Bachelor of Arts, Anthropology**

California State University, Los Angeles, California (*Summa cum Laude*, with Honors in Anthropology)

03/09 **CSET (California Subject Examination for Teachers)**

Science Subtest I, II, and III: General Science (118 and 119), Biology/Life Science (120), Health Science Subtest I, II, and III (178, 179, 180)

EMPLOYMENT HISTORY:

09/09 – Present **LOS ANGELES UNIFIED SCHOOL DISTRICT, LOS ANGELES, CA**

Academic Leadership Community High School, Lead Teacher

Health teacher; Integrated Science teacher; Lead Teacher (elected), including teacher support and development, budget and Single Plan development, operations, compliance, and student discipline; Leadership Team member (elected), School Site Council Chair (elected), GSA (Gay Straight Alliance) faculty sponsor, site Safety Coordinator, Technology Chair, Schoolwide Positive Behavior Management/Restorative Justice Chair. Lesson development, student assessment, data analysis, parent and community communication, health education/public health and LGBT advocacy and community organizing. Compliance; Title I designee, Project 10 Designee, WASC accreditation subcommittee chair, Pilot School Quality Review member.

08/08 – 07/09 **LOS ANGELES COUNTY DEPARTMENT OF PUBLIC HEALTH, LOS ANGELES, CA**
Div. of Chronic Disease & Injury Prevention, Tobacco Control & Prevention Program, Student Prof. Worker

Community-based research/fieldwork, collaborative report writing, presentations, and training creation. Projects include smoking cessation efforts within the community as well as research projects for publication. Position involved interacting with multiple levels of administration as well as the public.

04/07 – 03/08 **EISNER PEDIATRIC AND FAMILY MEDICAL CENTER, LOS ANGELES, CA**

Project Manager

Independent project implementation and management; performance improvement (clinical time-flow analysis and recommendations). Information technology support, including application training; electronic and paper document and form creation and implementation.

06/01 – 08/06 **CALIFORNIA HOSPITAL MEDICAL CENTER, LOS ANGELES, CA**

California Family Care Medical Group, Project Manager
Women's Health Center, Project Manager

Expansion and licensure of clinic network from two locations to twelve. Direct interaction and communication with state Department of Health residency program. Independent project implementation including electronic records transition; development of policies and procedures, educational materials and instructions, and performance improvement. Other duties involved grant research, local and state lobbying, and personnel supervision.

POSITIONS and MEMBERSHIPS:

- **Elected Chair**, Governing Board, Academic Leadership Community High School (2010 – present)
- **Elected Member**, Leadership Team, Academic Leadership Community High School (2010 – present)
- **Project 10 Designee**, School specialist for LGBT bullying, teacher/administrative consultation on LGBT issues; compliance, best practices, connecting LGBT students with resources, and mental health services.
- **Student Co-President**, Phi Kappa Phi Honor Society, CSULA (2009)
- **Vice President**, Artistic Society Club, California State University, Los Angeles, California (2009)
- **Member**, GALA (Gay and Lesbian Administrators and Allies) (2009 – present)
- **Member**, Phi Kappa Phi Honor Society (2009 – 2012)

PUBLICATIONS and PRESENTATIONS:

- **Presenter and lead author**, "Death and Identity at Quen Santo, Huehuetenango, Guatemala: Analysis of a Newly Discovered Burial in the Ritual Fissure," Society for American Archaeology (2009)
- **Poster contributing author**, "Tobacco Sales Among Independently-Owned Pharmacies in Los Angeles County," National Conference on Tobacco or Health (2009)
- **Presenter and sole author**, "Adults in Costume: an Analysis of the Exploration and Expression of Alternative Identities through the Creation of Altered Spaces" Conference on Gender, Sexuality and Power, California State University, Los Angeles (2009)

GRANTS, FELLOWSHIPS and AWARDS:

- **Human Relations Award**, LAUSD Board of Education for anti-bullying and diversity (2013 & 2014)
- **GSA of the Year**, LifeWorks/Ezra Litwak Memorial GSA Award (2013)
- **Grant recipient**, over \$12,000 in funded projects through DonorsChoose
- **Fellow**, Earthwatch Institute, ecological fieldwork in Ecuador (07/2012)
- **Grant recipient**: University of Phoenix STARSSM Alumni Grant (2012)
- **Summa cum laude**, California State University, Los Angeles, California (2009)
- **Honors in Anthropology**, Honors Thesis, California State University, Los Angeles, California (2009)
- **Feature article**, *CalState LA Today*, "Digging up the Past" (2009)
- **Feature piece**, KTLA News, Stan Chambers (2009)
- **Grant recipient**, Office of Research and Development, California State University, Los Angeles (2009)

OTHER CERTIFICATIONS:

- **FEMA / NIMS** National Incident Management System & Incident Command System training (2009)
- **Microsoft Office User Specialist** (Certified) Excel, PowerPoint, Outlook, and Word Expert (2001)

Shannon Bennett**Teacher**

Garden Grove Unified School District

Education

- Master Degree in Education
National University
- CLEAR/CLAD Teaching Credential
National University
- Bachelor Degree in Speech Communications
Chapman University

| | | | |
|-------------------------------|------------------|-------------------------------------|------------|
| Grade Level Experience | 9-12 | Years of Teaching Experience | 12 Year(s) |
| Subject Taught | Health Education | | |
| Ethnicity | White | Gender | Female |

Experience Teaching English Learners

Yes

I taught various levels of ELD English for 5 years for grades 7-12

CLAD certified and trained in Systematic ELD and Constructing Meaning ELD program

Experience Teaching Students with Disabilities

Yes

Handicapped and special education students have been in all my classes for 12 years

Standards-Based Interdisciplinary Instructional Experience

I embed an emphasis on interpersonal communication in all lessons. A favorite lesson I do that impacts students deeply is about intolerance and stereotyping when we study violence. It focuses on standards 8-2 and 8-3. I use the textbook for informational text

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along with multiple teaching strategies and activities to drive home the importance of effective communication skills, empathy and understanding, and promoting a positive, respectful environment. Students have guided reading and class discussion about key concepts in the text including terms intolerance, prejudice, and stereo-typing. All students have white boards and are asked to act as "society" when I show pictures of various people as a warm up. They are to write comments that typically may be thought or spoken about each person. At the end of the activity I reveal the "real" truths behind each person and the class usually realizes how wrong they were about each one. It allows for great partner and whole group discussion that gets them ready for a quick write about a time they were stereotyped or stereotyped someone else. I have sentence frames to support my EL learners and then we orally partner share. Following the activity I have pre-made labels for each student including myself. We tape them to our foreheads and we engage in a class activity of acting as society and speaking to people as the labels say they are. This gives students a chance to see how difficult or how wonderful it could feel to be judged. The final part of the lesson is class discussion about labels and a ticket out the door about how the activity made them feel and if we have stereotyping on our campus. We enter the following day and the beginning of class all students are asked to anonymously write on a blank label what their label really should say. Something that no one would know just by looking at them. I collect the labels in a box, shake them up and read them out loud. The impact is always deep.

Differentiated Instruction for a Diverse Student Population

I differentiate by modeling my expectations, using pictures, language sentence frames with a low, middle, and high for my EL learners, and I question using the depth of knowledge format with appropriate level questions for the learners as identified by their CELDT scores and other assessments. Skills for identify, evaluate, and synthesize are emphasized.

Areas of Expertise and Leadership

Health Content Areas: Growth, Development, and Sexual Health, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

I have a passion for health education. I have attended many professional development trainings over the years and served as my school site TUPE coordinator. I held after school drug intervention classes and continue to bring in professional drug educators for my students. I have been involved in PBIS implementation at our school site, serve as a district member for our Health and Wellness Committee, and advise Friday Night Live-a statewide program that serves to educate youth about drugs, alcohol, and tobacco intervention. I work closely with county coordinators and attend events and youth conference yearly that offer multiple workshops in all areas checked above. I work with planning school wide intervention assemblies, parent programs, and trainings. As a health teacher, many students come to me with needs for sexual health education as we are in a low income, high risk area with many pregnancies. I cultivate relationships and often help counsel and refer students for assistance and help.

Previous Committee Experience

No

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

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Question 2

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)?

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No

Question 4

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No

Question 5

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

References

- Gabriela Mafi
GGUSD Superintendent
Garden Grove Unified School District
- Holly Jefferson
Assistant Principal
Santiago High School
- Judie Kirksey
Assistant Principal
Santiago High School

Supervisor

Mike Kennedy
Principal

Shannon Bennett

Education:

Master's Degree Education, National University

CLEAR/CLAD Teaching Credential National University

Bachelor's Degree Speech Communications, Chapman University **2015-2016**

Professional Development/Responsibilities/Activities 2015-2016

- **AVID Site Team**

Attend AVID meetings

Collaborate on needs for AVID students (scholarship rules, AVID strategies, etc...)

- **Health and Safety Committee (Minutes Recorder)**

Attend group meetings to discuss health and safety issues. Work collaboratively toward creating improvements and solutions for school wide safety issues and address faculty concerns.

- **Friday Night Live Advisor**

Duties include partnering with the OCDE to provide youth leadership opportunities that engage young people in alcohol/drug prevention, tobacco prevention, positive social behavior (no bullying, no texting while driving, making positive choices, being a role model to others, etc...)

Facilitated two (fall and spring) youth leadership field trips to promote team building skills and empower youth

Facilitated weekly meetings and after school meetings/trainings for various projects, activities and trainings

Worked with youth to host school wide assemblies, lunch time activities to promote making healthy choices such as Red Ribbon Week, Light it Up Blue for Autism, Anti-Bullying Week

Attended Youth Traffic Safety Summit (September 2015) 2 day youth conference to create and promote awareness on campus about making a difference and being safe

Participated in feeder school activity (Doig), community service project (Sticker Shock) and Department of Education Youth Conference for alcohol and drug awareness, and Media Literacy training

- **CAVS ARE Team**

Helped create the school wide positive reward system with team. Collaborated on ten Cavs character traits for school wide focus and ways to reward students doing well

- **CAVS Crew Team**
Participated in student assistance efforts for freshmen registration and efforts to help ninth grade students feeling more informed and connected to school events and activities
- **GGUSD Wellness Committee**
Assisted with creating a Garden Grove school district wellness plan. Emphasis on physical education and health education planning.
Hosted district meeting and collaborated with county employees to finalize plan draft and set district expectations
- **PBIS Team**
Team member for Positive Behavior Interventions and Support for our school
Attended seven training days to develop and implement school wide positive interventions
- Voted **"Most Like a Mom"** for ASB activity ☺ (This made me happy☺)
- **Mental Health Training-** (To be attended 4/22/16) The course teaches participants the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder.
- **Restorative practices Training May 2016**
Two day training to implement restorative practices to build schools and communities to reduce violence, expulsions, and suspensions through evaluating mental health needs and interpersonal communication practices
- Implemented a school-wide anti bullying program with Orange County Department of Education **"I've Got Your Back"**

2016-2017

Professional Development/Responsibilities/Activities

- **AVID Site Team**
Attend AVID meetings
Collaborate on needs for AVID students (scholarship rules, AVID strategies, etc...)
- **Health and Safety Committee (Minutes Recorder)**
Attend group meetings to discuss health and safety issues. Work collaboratively toward creating improvements and solutions for school wide safety issues and address faculty concerns.
- **Friday Night Live Advisor**

Duties include partnering with the OCDE to provide youth leadership opportunities that engage young people in alcohol/drug prevention, tobacco prevention, positive social behavior (no bullying, no texting while driving, making positive choices, being a role model to others, etc...)

Facilitated two (fall and spring) youth leadership field trips to promote team building skills and empower youth

Facilitated weekly meetings and after school meetings/trainings for various projects, activities and trainings

Worked with youth to host school wide assemblies, lunch time activities to promote making healthy choices such as Red Ribbon Week, Light it Up Blue for Autism, Anti-Bullying Week

Attended Youth Traffic Safety Summit (September 2015) 2 day youth conference to create and promote awareness on campus about making a difference and being safe

Participated in feeder school activity (Doig), community service project (Sticker Shock) and Department of Education Youth Conference for alcohol and drug awareness, and Media Literacy training

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Aimee Sturges
Physical Education Teacher
Redwood Middle School

Education

- Bachelor of Arts in Liberal Studies
California State University, Northridge
- California Teaching Credential
National University
- Master of Education in Health and Wellness current student
American College of Education

| | | | |
|-------------------------------|------------------------|-------------------------------------|------------|
| Grade Level Experience | 6-8, 9-12 | Years of Teaching Experience | 16 Year(s) |
| Subject Taught | Physical Education | | |
| Ethnicity | Hispanic/Latino, White | Gender | Female |

Experience Teaching English Learners

Yes

16

students who are integrated in general education classes

Experience Teaching Students with Disabilities

Yes

16

students who are mainstreamed into regular education classes

Standards-Based Interdisciplinary Instructional Experience

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

I have designed a comprehensive unit for my 8th grade students that covers the elements of health and wellness in adolescent years. Topics include; fitness, nutrition, social and emotional health & substance education. In the fitness and nutrition program we use the my plate.gov website as well as kids health.org. Through these sites students can create an account and log fitness information and daily physical activity as well as input food journaling. The "Supertracker" program provides students with the ability to track pertinent information regarding their health. The program is easy to use for all academic levels and is available in 20 different languages.

Through Project Alert substance education curriculum students learn relationship between healthy behavior and personal health. Activities like peer group discussions and role playing via skits allow students the opportunity to have dialogue about issues around peer pressure as well as giving them practice in resistance skills.

Lastly, my 8th graders design and create their own personal mission statements.

Through this assignment that promotes self discovery and a sense of purpose, students identify healthy personality and character traits that they find most valuable. With the creation of this personal mission statement my students are able to establish guidelines for their lives that will help them achieve goals they set for themselves.

Differentiated Instruction for a Diverse Student Population

These lessons above are appropriate for everyone. Modifications that are specified in IEP's for example are made.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Alcohol, Tobacco, and Other Drugs

My hands on experience as a physical educator for the last 16 years has given me tremendous insight on the social, emotional, health and wellness needs of youth today. I work very closely with students through intervention work on campus. The last four years I have taught Saturday work study for the at risk youth on our campus. Through this work study I teach students life skill training like teamwork, communication skills and goal setting. In my classes I do a lot of peer teaching because I believe it enhances learning and builds their interpersonal skills as well as effective communication skills.

My work with Project Alert has enhanced my knowledge in the areas of alcohol, tobacco and other drugs. I have attended courses for this curriculum and for the last four years have integrated the self efficacy and health behavior model from the program into daily activities in physical education.

Previous Committee Experience

no

Relationship with Publishers (Conflict of Interest Disclosure Statement)

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no

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If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

no

References

- Dianne Wilson-Graham
Executive Director
California Subject Matter Project
- Anna Merman
Retired Asst. Superintendent
Moorpark Unified School District
- Shauna Ashmore
Principal
Redwood Middle School

Supervisor

Shauna Ashmore
Principal

Aimee M . Sturges

Objective

To share my experience, knowledge and passion in areas surrounding health and wellness for our youth.

Professional Experience

August 2011 - Present

Physical Education Teacher - Redwood Middle School - Thousand Oaks, Ca.

Plan, organize and implement effective standards based instruction to 6th and 8th grade students. To provide students with a safe environment to grow and learn through movement that has purpose and connection to learning.

August 2005- August 2008

Physical Education Teacher - Moorpark High School - Moorpark, Ca.

Planned, organized and implemented effective standards based instruction to 9-12 grade students. Department chairperson; planned department meetings, unit planning and facility assignments. Conducted all Fitnessgram testing for non-physical education students/independent study and athletes.

Related Experience

Conejo Valley Unified District Wellness Committee 2009-2012

District Advisory Council Representative 2009-2011

Public Speaking Engagements:

Vibrant Woman - Women's Health Event 2009
2010

Healthy Living Presentation to Medical
Professionals at Community Medical Hospital 2011

Guest Speaker at Better Together: California Teachers Summit 2016
CSU Channel Islands

Michelle Presley

Teacher

San Marcos Unified School District

Education

- Master of Arts in Teaching
National University
- Bachelors Degree in Nursing
San Diego State University

| | | | |
|-------------------------------|------------------|-------------------------------------|------------------|
| Grade Level Experience | 9-12 | Years of Teaching Experience | 18 Year(s) |
| Subject Taught | Health Education | | |
| Ethnicity | Decline to state | Gender | Decline to state |

Experience Teaching English Learners

Yes

9-12 for 18 years

CLAD

Experience Teaching Students with Disabilities

Yes

9-12 for 18 years; mild learning disabilities in inclusive classroom setting.

training from RN degree

Standards-Based Interdisciplinary Instructional Experience

Today's teen face many pressures to become sexual active, it is important for teens to evaluate these pressures so that it can lead to healthier decision-making, therefore I created this lesson incorporating high school health standards 2.2 G, 2.3, 2.5 G with

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ELA standards RST 1, 2 and 9; WHST 4 and SL 1, 4 and 5 along with CA Ed code 51930(b)(2) in a 6 day lesson. It starts with looking closely at our main influences, both internal and external influences that play a role in our decisions. Evaluations will be assessed for: A clear and coherent writing showing a variety of influences, giving examples for both internal and external influences, explaining the complexity of the influences and showing how the influences affect sexual behaviors. Followed by recognizing actual versus perceived social norms related to sexual activity among teenagers that aid in the students decision-making process about their own sexual behaviors, this is done through the use of factual research studies. This will lead to class discussion, in which the students will realize that the perceived norm of sexual activity is much higher than the reality, it is a strong external pressure and the social norm comes from peers and the media. The discussion will be followed up by a self-reflection writing piece. assessed on the ability to determine the central ideas or information from the "Surveillance Summaries" and will effectively participation in a collaborative discussion reviewing their finding. Then students' will begin media research on how media influences their decision about sexual behavior in which they will be assigned current media sources to evaluate. This is followed by reading and annotating research articles related to teens and sexual behaviors. By evaluating others and their decision making, it is easier for students to discuss sexual behaviors and decision making by depersonalizing it but it allows for personal self-reflection as well building personal health and literacy.

Differentiated Instruction for a Diverse Student Population

Since differentiated instruction is about providing equitable opportunities and access to both information and the learning process, this lesson must reflect learning from, and with individual differences. Use of standards-based instructional design allowed me to stay focused on the content and rigorous learning experiences my students need, and prevented me from thinking differently about the content, the evidence of the learning, instead thinking differently only about what each of students need to learn the content.

I considered what individual factors may influence both internal and external influences in making decisions, and how student's cultural, family, and other factors might influence their thoughts on social norms related to sexual activity among teens. I used a blend of whole class, group, and individual instruction to support all learners, and personalized instruction and learning activities based on students needs. The ELA standards in reading and writing provided another set of important factors to consider, and drove and additional set of decisions related to academic language, visual support, a focus on key vocabulary, and students working to summarize textual information.

Areas of Expertise and Leadership

Health Content Areas: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

My knowledge and experiences have equipped me to be a valuable, contributing member of the Health Education CFCC. With academic background and work experience as a registered nurse, and a NBCT teacher of health education and psychology, coupled with significant experience as an instructional leader for teachers of health education at all grade levels, my vision for health education in CA schools is supported with "what should be" and grounded in "what can be accomplished".

My experience with the Health Education Standards includes implementing them into my own work in the classroom with students as the foundation of health education, and supporting teachers at all grade levels in examining and learning about the standards; identifying shifts needed for effective implementation; and providing professional learning programs and experiences for teachers that build their confidence and impact their professional practice. Further, the four essential characteristics of health literate individuals present strong links to all academic areas while standing on their own in value and importance. My experiences in working with educators in creating authentic links between health education standards and other academic areas is important to the development of the framework.

Developing assessment tools that mine the evidence of learning the content in the health education standards has been foundational work for me as a health education teacher and an instructional leader, and has been supported by both my experiences in the NBCT process, and also my leadership work with teachers across California via the CSMP. Without aligned assessment tools, teachers will be limited in their effectiveness to collect evidence of learning and also to contribute to their students learning through

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the assessment process. The work of communicating effective assessment tool development, as well as evaluating existing assessment tools is an area of strength that I can bring to the CFCC.

Previous Committee Experience

In my role as a Co-Site Director of PE-HP, I have developed, and participated in a number of initiatives, programs, and efforts to support teachers in making the shift to implementing the HECS; standards-based instructional design; examining curriculum and instructional materials for alignment with the HECS; linking health education content to California's new standards for ELA, and Math; developing assessment tools that provide teachers with the evidence of learning. Additionally, as adjunct faculty I had the pleasure of mentoring future National Board Certified teachers and working with them on their instructional material development. As well as when I was health curriculum specialist, I developed, taught professional development and implemented new curriculum for 4th grade growth and development, middle-school HIV and middle-school ATOD. Finally, I participated in the CDE committee for HEAP developing professional development units on how to implement the HECS and health literacy.

Relationship with Publishers (Conflict of Interest Disclosure Statement)

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No

References

- Josh Way
Principle
Woodland Park Middle School
- Dianne Wilson-Graham
Executive Director
California Physical Education-Health Project
- Tim Ritter
Superintendent
Temecula Valley unified School District

Supervisor

Courtney Goode
Principle

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MICHELLE M. PRESLEY, RN/BSN, PHN, MAT, NBCT

CREDENTIALS AND EDUCATION

Mental Health First Aid Certified

2013

Designed to identify risk factors and warning signs for mental health and addiction, then how to help someone in both crisis and non-crisis situations, and where they should turn for help.

National Board Certification – Health Education

2009

Early Adolescence through Young Adulthood

Career Technical Education Credential (DSC CTE)

2008

Designated Subjects Health Science and Medical Technology

Single Subject CLAD Professional Clear Credential in Health Science.

1999

Supplemental Authorization in Psychology.

Registered Nurse

1993

California Board of Nursing

Public Health Nurse

1993

California Board of Nursing

National University

2009

La Jolla, California

Master of Arts in Teaching- Emphasis in teacher leaderships

National University

1999

Costa Mesa, California

Single Subject CLAD Professional Clear Credential in Health Science. Supplemental Authorization in Psychology.

San Diego State University

1993

San Diego, California

Bachelor of Science in Nursing. Minor in Psychology with emphasis in child development.

Registered Nurse License. Public Health Nurse license.

BLS for Healthcare Provider Certified

1990

American Heart Association's – CPR for Healthcare Providers

PROFESSIONAL EXPERIENCE

San Marcos Unified School District

2008 - Present

San Marcos, California

AP Psychology/ Psychology

Health Academy Teacher

Psychology subject lead responsible for building AP psychology and psychology courses on campus. Trained in AP best practices and revamped the curriculum to engage the student in 21st learning skills through the use of technology and common core alignment.

The health academy is a two-year program for high school students who plan to go into the healthcare field. The subject matter covers anatomy/physiology, medical assistant nursing skills, first aid and CPR certification, work force readiness skills, HIPPA, blood borne pathogen prevention training as well as externships in local hospitals and clinics. It is part of the North County Regional Occupation Program and is taught in conjunction with Palomar Community College, Palomar-Palmdale Health and local community clinics. After successful completion of the academy work, students will be granted local college credits. Job duties include; direct instruction, curriculum development, program development, recruitment, budget management, college articulation, hospital collaboration, industry advisory, community project coordination and marketing.

California Physical Education-Health Project at Long Beach

2011 - 2014

California Subject Matter Project
Co-Site Director - Health

Serve as the Health Content Expert for the project, providing expertise in the CA state standards and curriculum development. Provide health education leadership to the program designed to improve teacher practice and instruction in physical education and health education with the ultimate goal of positively impacting student learning within a standards' based environment. Responsible for the development, planning and implementation of professional development summer health institute. Created, developed and implemented the Orange County Bully Prevention Summit for 100 participants across the State. Tasks included creating and designing the summit, securing the hotel, conference space and planning healthy catering menu, managing the budget, marketing development and distribution, acquiring guest speakers and teaching Professional Development.

California Common Core Resource Team

2014

California Subject Matter Project
Health Education Content Expert

In collaboration with the Department of Education for the State of California, the California Subject Matter Projects are aligned CA Content Standards and CA Common Core standards and created curriculum for distribution of curriculum on the "Brokers of Expertise" Website. This curriculum will be available to all teachers through out the State in all the content areas. I served as the Health content expert. Specifically, I was responsible for the lessons in health for grade levels 6-12 and content areas of Nutrition and Physical Activity as well as Growth, Development and Sexual Health.

The University of California

2012

UC Curriculum Integration Institute
Content Advisor - Health Science and Medical Technology CTE

The UCCI Institutes bring together CTE and "a-g" educators from around the state to collaborate on the creation of model high school courses that anchor traditional academic learning in real-world experience. UCCI Institute courses are designed to be rigorous and relevant, to keep students engaged in learning and to prepare them for college and career success. UCCI content advisors support their facilitators and team members by providing advice on how to maintain the integrity of the academic and CTE content throughout the course design process. The current UC approved courses are Health Science and Medical terminology (HSMT)/US Government, HSMT/US history and HSMT/10th grade English.

National University

2010 - 2012

La Jolla, California
Adjunct Professor

Instructor for multiple courses within the Master of Arts in Teaching (MAT) program, designed for practicing educators who want to enhance their teaching skills, broaden their intellectual and professional understanding by interrelating educational theory and practice to promote lifelong learning efforts, and sustain their commitment as instructional leaders in the K-16 settings.

Health and Science Pipeline Initiative (HASPI)

2009 - 2013

San Diego County, California
Site Coordinator

HASPI is a collaborative network of K-16 educators, industry representatives, and community organizations that are actively engaged in the common effort to improve students' ultimate success in healthcare professions. HASPI preparation is intended for students of all academic levels and backgrounds. As site coordinator, I am responsible for maintain curriculum for the health Career Pathway, collaborating between courses, prompting pathway programs to parents and students and managing yearly budget.

California Department of Education*2008 - 2009*

Sacramento, California
HEAP Cohort member

The Health Education Assessment Program (HEAP) works to develop effective health education assessment resources through a collaborative process. Working with districts to align curriculum, instruction, and assessment to improve student health literacy through improved health education instruction based on the newly adopted State health standards.

Temecula Valley Unified School District*2007 - 2008*

Temecula, California
Health, Teacher On Special Assignment (TOSA)

As the TVUSD Health TOSA, I:

- Taught 8th grade and High School Health teachers more effective ways to deliver comprehensive sexual health and HIV/AIDS prevention instruction.
- Facilitate bi-monthly Health Curriculum Committee meetings, responsible for development of the districts health education focus and programs.
- Participated in bi-monthly Secondary Curriculum Committee meetings, responsible for approval of all subject matter curriculums for the district.
- Conducted Parent Information Nights for student curriculum and current health trends.
- Taught Positive Prevention Curriculum to middle school students.
- Oversaw all Safe and Drug, Alcohol, Tobacco Education (S&DATE). Evaluated current curriculum and effectiveness for our student population and began alignment with the California State Health Standards.
- Developed working relationship to improve student learning and safety with the City of Temecula, Riverside Probation Department, Riverside County District Attorney's Office, Riverside County Sheriffs Department and Riverside County Department of Mental Health.
- Established collaborative agreements with Murrieta Unified School District' Safe Alternatives for Everyone (SAFE) and Perris Alcohol Recovery Program to eliminate teenage drinking.
- Identified and applied for grant funding to better finance health education for the district.
- Attended professional development training for Environmental Prevention, Gang prevention and anti-bullying.
- Educated and became the district trainer for Student Assistance Program (SAP), Project Alert, Positive Prevention and Parent Project Program.
- Participated in bi-monthly TVUSD Intra-agency council meetings.
- Evaluated and changed current school board policies to be compliant with current Educational code.

ALAKAZOOM*2005 - 2007*

Murrieta, California
Co-founder, General Manager, and Enrichment Director

Alakazoom is the first of its kind child enrichment center. Design to improve the health and wellness of families through art and play. Children and families play together improving their fitness levels and there are only healthy food options to encourage healthy eating habits. Enrichment classes taught in the facility improve fitness levels along with gross motor development, educate on nutrition to prevent obesity, special needs classes for mainstreaming and school readiness, art classes for social/emotional development and fine motor development. Duties included curriculum development, teaching, facility and employee management, accounting, sales, marketing, and grant writing.

Brea Olinda High School*1998 - 2004*

Brea, California
Health Science, Freshman Studies, Psychology teacher and PAL advisor.

Developed and implemented health curriculum to meet California framework. Created Freshman Studies program for incoming freshman. Improved and implemented psychology curriculum to meet AP standards. Established peer

assistance leadership program on campus, in charge of implementation of program, recruitment and student training. The program won Outstanding PAL Program in Orange County.

- Health Class Coordinator - in charge of overseeing the development and instruction of all health classes on campus, including research and adoption of new health textbook.
- Master Teacher – Educated, trained and mentored student teacher in health.
- Yellow Ribbon Week Advisor - implemented “Suicide Awareness and Prevention Week.” School wide event that included over 2000 students.
- Class Advisor - helped the students fundraise for four years for graduation, build floats for homecoming, hold dances and put on Prom.
- Person to Person Co-Advisor - teaches expectance for human differences.
- Conflict Management Co-Advisor - program designed to resolve conflicts between students through the use peers as mediators.
- Color Guard Advisor - in charge of scheduling performances, costuming, tryouts, transportation and supervision.
- Girls League Co-Advisor - organization of the half-time show, homecoming nomination, and Co-Ed dance.
- H.E.A.R.T. Mentor – Mentor of five or more “at-risk” students every semester to bring their overall GPAs above a 2.0 along with teaching study skills, organizational skills, self-esteem building and motivation.

Registered Nurse

1992-1998

California

Worked in various nursing positions.

- United Healthcare - Healthy Pregnancy Program Case Manager. Prenatal educator responsible for an average of 150 patients. Instructing them on prevention, risk factors and complications throughout their pregnancy.
- Apria Women's Health - Registered Nurse. Cared for patients in preterm labor or complicated pregnancies. Spoke with patients daily, assessing for complication and educating them on self-care, signs and symptoms of preterm labor.
- Orange County Health Department - Public Health Nurse, Patient Educator in the Family Planning Clinics. Responsible for educating patient on anatomy, physiology and functions of the body, birth control options and how to use them. Pregnancy and prenatal care.
- Staff Nurse - Worked as a Registered nurse in three high risk hospitals. Responsible for direct patient care as well as patient education. Taught child birth classes, infant care and CPR.

AWARDS AND HONORS

San Diego Science Alliance (SDSA) Teacher Partnership award for outstanding collaboration with industry sector

National University Leader Scholarship for exceptional leadership

Brea Olinda High School “Teachers’ Door Who’s Always Open” Award nominated and elected by the students.

Orange County Human Relations “Building Bridges Award” Nominee, for promoting, nurturing, protecting and cultivating a safe campus climate that is respectful of society’s diversity.

SDSU College of Health and Human Services Student Body President

California Nursing Student Association (CNSA) SDSU President

California Nursing Student Association (CNSA) Scholarship for exceptional participation

Who’s Who Among American College and University Students for comprehensive leadership

C. Shuford Swift Award for outstanding leadership

REFERENCES

Josh Way

San Marcos USD
Assistant Principal

Catherine Muzzy, Ed.D

St. Edward the Confessor Parish School
Principal

Tim Ritter

Temecula Valley USD
Superintendent

Susan Wilkinson, PH.D

California Physical Education-Health Project
Executive Director

Mary Marks, Ph.D.

California Department of Education
Health Education Consultant

Sarah Fidelibus

University of California, Office of the President
Program Manager, UC Curriculum Integration (UCCI)

Ronarae Adams

National University
NU-NBCT/PTDC Program director and Lead Faculty

Cynthia Dimon
Behavioral Health Program Manager
 Oakland Unified School District

Education

- Licensed Clinical Social Worker
- Master of Social Work, Pupil Personnel Services Credential
University of California, Berkeley
- Bachelor of Arts in Women Studies
University of California, Berkeley
- Certified Cognitive Behavioral Therapist
John F. Kennedy University

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|-------------------------------|---|-------------------------------------|-----------|
| Grade Level Experience | K-2, 3-5, 6-8, 9-12 | Years of Teaching Experience | 8 Year(s) |
| Subject Taught | Other subject not mentioned above School Social Work & Commercial Sexual Exploitation of Children (CSEC) | | |
| Ethnicity | Black or African American | Gender | Female |

Experience Teaching English Learners

Yes

Grades 6-12 for eight years

Experience Teaching Students with Disabilities

Yes

Grades 6-12 for eight years

Standards-Based Interdisciplinary Instructional Experience

The commercial sexual exploitation of children (CSEC) is an epidemic in Oakland, CA. To provide basic psycho-education and safety information on this topic, the Behavioral

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Health and Health and Wellness departments collaborated to incorporate CSEC prevention into OUSD's HIV prevention lessons for 7th and 9th graders. We choose this method because every minute within the school day is accounted for and it was more feasible to systemically implement a CSEC lesson in an existing Health Education framework which addressed issues around safe sex, informed decision making, seeking valid resources, developing hypothesis, analyzing information and critical thinking. Within OUSD, Science and English teachers provided these lessons and were trained in the basics of CSEC prevention, and where to seek consultation and valid resources for students, and families. From these lessons, teachers supported several students, who disclosed post lessons they were CSEC.

Differentiated Instruction for a Diverse Student Population

The lessons described above were reviewed by a multi-disciplinary and diverse panel of experts in classroom teaching, mental health, health, LGBTQ advocacy and other cultural brokers. This panel of experts brought a myriad of perspectives with the common goal of inclusivity and accessibility. In addition to the CSEC lessons mentioned above, supplemental materials were made available in multiple languages, and literature on cultural competency in family engagement was utilized to take into consideration educational attainment of families.

Areas of Expertise and Leadership

Health Content Areas: Mental, Emotional, and Social Health

My background as a Behavioral Health Program Manager and CSEC lead positions me well to serve as a member of the Health Education CCFC. I am a licensed clinical social worker with a masters and bachelors form the University of California, Berkeley, and have experience developing classroom lessons, student prevention workshops, and direct clinical interventions within an eco-systemic and multi-tiered systems of support framework. In collaborating on developing CSEC lessons in the HIV Prevention Curriculum, our lessons were embedded within the curriculum to align with CA Health Education Standards. In addition to this, for the past eight years I've provided mental health assessments, workshops and lessons within school settings on a variety of mental health topics including emotional regulation, trauma-informed practices, suicide prevention, commercial sexual exploitation, depression and anxiety.

Previous Committee Experience

No

Relationship with Publishers (Conflict of Interest Disclosure Statement)

Question 1

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last twelve months with a publisher that produces instructional materials for California?

Note: The information contained in this document has been populated by entries made by the applicant and may contain errors.

If YES, list the company(-ies) that you have dealt with, and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

No

Question 2

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 3

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 4

Do you expect to receive any royalty payments during your period of service on the 2017 HSS Adoption of Instructional Materials Review Panel?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 5

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE?

If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

Question 6

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or "sister organization" of any entity which will do business with your advisory body or will submit materials to your advisory body?

If YES or UNCERTAIN, please explain and provide as much detail as possible,

including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

No

References

- Leah Monroe
ERMHS Social Worker
San Ramon Valley Unified School District
- Lisa Carlise-Marcus
Program Specialist
Alameda County Behavioral Health Care Services

Supervisor

Barb Mc Clung
Director of Behavioral Health

Professional Experience

UNIVERSITY OF SAN FRANCISCO

1/2017-current

Adjunct Faculty

- Develop course syllabus for graduate students for “Trauma and Crisis Counseling Course in Urban Settings”
- Teach Spring semester seminar to graduate students in the School Counseling Program
- Develop multi-modality learning activities to support student understanding of key concepts in readings

PRIVATE PRACTICE, Oakland CA

2013-current

Licensed Clinical Social Worker

- Cognitive behavioral, solution focused, psychotherapy private practice specializing in adults with relationship issues, motivation, grief, depression & mood issues, anxiety & worry, racial identity, phase of life, work stress, trauma, domestic violence and abuse
- Supervise interns for licensure hours

OAKLAND UNIFIED SCHOOL DISTRICT

12/2014-current

Behavioral Health Program Manager

- Program development and trainer for commercial sexually exploited minor prevention and intervention
- Monitor the delivery of mental health services at sites, provide mental health consultation
- Coordinate and provide training for trauma-informed practices, behavioral management, de-escalation strategies, child abuse prevention, suicide prevention, coordination of services interventions and triage
- Supervise graduate level interns and registered BBS interns
- Coach site managers to oversee interagency partners and programming to fill service gaps
- Coordinate the clinical internships for Behavioral Health Unit
- Crisis coordination and counseling in incidents of assaults, abuse, fatalities
- Provide resources and referrals to sites and families

BERKELEY UNIFIED SCHOOL DISTRICT

08/2012-12/2014

Counselor

- Individual short-term therapy and weekly groups to address grief, abuse, depression, behavioral issues
- Assessment and treatment plans
- PBIS/RTI site co-chair
- Risk assessments and crisis interventions
- Mental health consultation and psycho-education to school staff and families
- Supervise graduate interns and facilitated weekly CBT training group for interns

ALAMEDA COUNTY

07/2011-07/2012

Clinical Case-Manager

- Group and individual therapy
- Bio-psycho-social, risk assessments, crisis intervention
- Mental health consultation for teachers, school administration, and parents
- Oversee interagency partners providing site-based programming
- Case-management and advocacy for foster youth, homeless youth and recent immigrant youth and families
- Culture and climate team member

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

10/2010-06/2012

School Social Worker

- Individual therapy and lead weekly groups with culturally and socio-economically diverse clients
- Restorative justice consultant to principal and school staff
- Student peer restorative justice trainer
- Risk assessments and provided crisis interventions.
- Professional development training for teachers on responding to trauma and externalizing behaviors
- Training and site supervision of interns

LINCOLN CHILD CENTER

10/2009-10/2010

Therapeutic Behavioral Clinician

- Functional behavioral assessments, behavioral treatment plans for foster youth with trauma experiences
- Crisis intervention and conducted risk assessments
- Structural family therapy and parent coaching
- Clinical consultation and collaboration with community-based providers

BERKELEY MENTAL HEALTH

08/2008-06/2009

Intern

- Individual, group, and family strength-based therapy and case-management
- Home visits, classroom observations, interviews, and administered bio-psycho-social assessments
- Behavioral modification plans with students, teachers and families

FRED FINCH YOUTH CENTER-TAY PROGRAM

10/2007-05/2008

Intern

- Intakes and administered bio-psycho-social assessments for former homeless foster youth ages 18-21
- Individual therapy, treatment planning, case-management.
- Harm-reduction for substance abuse and risky practices

Education/Licensure

LICENSE: Licensed Clinical Social Worker, California License, LCS #29729

Certified Cognitive Behavioral Therapist, JFK University, 2015

UNIVERSITY OF CALIFORNIA, BERKELEY, Berkeley, CA

M.S.W., 2009, Children and Families Concentration

PPS and Child Welfare Credentials

UNIVERSITY OF CALIFORNIA, BERKELEY, Berkeley, CA

B.A. 2003, Women's Studies

Professional Affiliations

National Association of Social Workers

California School Social Workers

Therapist of Color Network

Selected Professional Development Presentations

Vicarious Trauma for Teachers and Therapist in Schools, Oakland, CA

Complex Trauma & It's Impact on Behavior, San Francisco, CA

Crisis De-escalation Strategies, San Francisco, CA

Psychological First Aide, Berkeley, CA

Restorative Justice Affective Questions and Co-regulation, San Francisco, CA

Prevention and Response for Sexually Exploited Minors, Oakland, CA

Suicide Prevention, Oakland, CA

Check-in Check out a PBIS Tier 2 Intervention, CA

Child Abuse Prevention and Mandated Reporting, Oakland, CA

Managing Work Stress in Educational Settings, Oakland, CA

Effective Communication Skills with Adults in School Systems, at Stanford University, Palo Alto, CA

Cognitive Behavioral Therapy and Applications, at the Counseling Intern Program, Berkeley, CA

