

**Trini Lewis, Ed.D**  
California State University, Long Beach  
Department of Teacher Education  
1250 Bellflower Blvd.  
Long Beach, CA 90840-2201  
trini.lewis@culb.edu

---

### **AREAS OF SPECIALIZATION**

- Teacher Education
  - Credential/ Pre-service and Graduate Students/In-service Teachers.
- Literacy & Language Development of English Language Learners/Bilingual Students.
- Parental Involvement in English Language Learner/Bilingual Settings.

### **LANGUAGE PROFICIENCIES**

- English
- Spanish

### **EDUCATION**

- Ed. D Literacy, Language, and Cultural Studies, School of Education, Boston University, 2002.
- M.Ed. Elementary Education, Bridgewater State College, 1990.
- BA, Political Science, University of California, Los Angeles, California (UCLA), 1977.

### **PROFESSIONAL TRAINING & PREPARATION**

- CA TPA Assessor, California Commission on Teacher Credentialing (CCTC). Serve as a certified assessor for the California Teacher Performance Assessment (Tasks 1), 2008-2012.
- Massachusetts Elementary Professional Teaching Certificate, 1987.
- Texas Teacher Certificate, 1985.
- California Multiple Subject Teaching Credential, Bilingual/cross-cultural, Spanish Emphasis, Life Certification, 1979.
- Bilingual Teaching Credential Program, School of Education, UCLA, 1978-1979.

## **STUDENT TEACHER SUPERVISORY EXPERIENCE**

- Student Teacher Supervisor, California State University, Long Beach (CSULB), CA, Multiple Subject Credential Program (MSCP) – Elementary School Emphasis and Bilingual Cross-Cultural Language and Academic Development Program (BCLAD) – Elementary School Emphasis-Spanish-speaking, 2004-2008.
- Student Teacher Supervisor, Boston University, Boston, MA, 1995-1998.

## **COLLEGE AND UNIVERSITY TEACHING & RESEARCH EXPERIENCE**

- Associate Professor, Department of Teacher Education, College of Education, California State University, Long Beach (CSULB), 2007-Present
- Assistant Professor, Department of Teacher Education, College of Education, California State University, Long Beach (CSULB), 2003-2007.
- Lecturer, Tufts University, Medford, MA, 2002.
- ESL Instructor, Dean College, Franklin, MA, 1997-1998.
- Program Analyst and Research Associate, Center for Policy Analysis, University of Massachusetts, North Dartmouth, MA, 1996-2000.
- Research assistant, Intergenerational Literacy Project, Boston University, Boston, MA, 2004-2006.

## **ADMINISTRATIVE EXPERIENCE**

- Coordinator of Master of Arts in Education, Option in Dual Language Development, 2009-Present.

As the DLD MA coordinator, I provide program leadership, schedule courses in collaboration with TED Chair, recruit annual student cohorts, organize and provide orientation meetings, monitor program outcomes and implementation of assessment plan, write comprehensive exam questions and rubric in consultation with faculty and oversee procedures for the comprehensive exam, write end-of-the-year assessment report of program outcomes, advise students, organize and conduct annual advisory board meetings, plan and organize DLD annual symposium, plan and organize DLD speaker's events and other related activities.

## **COURSES TAUGHT IN MULTIPLE AND SINGLE SUBJECT CREDENTIAL PROGRAMS**

- Teaching and Learning in a Democratic Society (CSULB-MSCP/EDEL 380, 3 units)

Professional, historical, social, philosophical, legal, and political concepts and issues related to K-8 education in contemporary society. Includes 45 hours of fieldwork. Required prerequisite for admission to the Multiple Subject Credential Program.

- Teaching and Learning Reading, K-8 (CSULB/CED-MSCP/EDEL 452, 3 units)

The course covers the content, methods, and assessment for teaching reading. Topics include phonemic awareness, phonics, fluency, and comprehension (i.e., vocabulary and text). The course also examines the role of independent reading for proficient and delayed readers, and the use of technology in literacy development. Includes 10 hours of fieldwork.

- Student Teaching in Diverse Classrooms (CSULB/CED-MSCP/EDEL 482, 3 units)

Emphasis on student teaching experiences in diverse, mainstreamed classrooms with English learners including students with disabilities and those identified as gifted. Includes supervision of field experiences and seminar meetings.

- Student Teaching in Bilingual Classrooms (CSULB/CED-MSCP/EDEL 482B, 3 units)

Emphasis on student teaching experiences with children of limited English proficiency and on primary language instruction. Includes supervision of field experiences and seminar meetings.

- Teaching Reading in Spanish and English, K-8, (CSULB/CED-BILA/EDEL 452B, 3 units)

Theory, research, and practice of teaching reading in two languages, including transfer of literacy skills from L1 to L2. Examines teacher beliefs and assumptions about literacy development among language minority students. Includes 10 hours of fieldwork.

- United States Secondary Schools: Intercultural Education (CSULB/CED-SS/EDSE 435, 3 units)

Critical reflection on multicultural education in a diverse society. Philosophy, history and sociology of education as fundamental to understanding contemporary secondary schools. Curriculum and student populations in the context of issues and controversies in education.

- Reading and Writing in the Secondary Schools (CSULB/CED-SSCP/EDSE 457, 3 units)

Emphasis on reading and writing assessment and instruction; textbook selection; vocabulary development; comprehension strategies; content area reading and study skills; writing instruction; English Language Development; the reading needs of less prepared, English language, and accelerated learners; and issues of diversity and equity.

## **COURSES TAUGHT IN MASTER OF ARTS IN EDUCATION DEGREE PROGRAMS – READING, DUAL LANGUAGE DEVELOPMENT & CURRICULUM & INSTRUCTION**

- Practicum in Teaching Reading/Language Arts, Reading Education Master Program (CSULB/CED-Reading/EDRG 559, 3 units)

Methods and intervention approaches for meeting the needs of struggling readers at various levels of reading acquisition, including tutoring or small-group instruction of students.

- Assessment of Literacy with Bilingual Students, Reading Education and Dual Language Development Masters' Programs, (CSULB/CED-DLD/EDRG 551b, 3 units)

Evaluation of measures, strategies, and materials used to assess literacy in bilingual students. Special emphasis on issues regarding the interpretation of assessment data, program placement, and instruction of English learners. Requires diagnostic assessment/instruction plan. Participation by speakers of languages other than Spanish is possible as literacy assessments in diverse languages become available

- Action Research Methods: Teachers as Inquirers (CSULB/CED-DLD & CI/EDCI 533, 3 units)

Examination of goals and features of action research, with focus on developing skills in data collection and analysis to support sustained action research as a teacher/researcher in classroom settings.

- Studies in Curriculum and Instruction (CSULB/CED/EDCI 500, 3 units)

Introduction to graduate study. Overview of curriculum and instruction as a field of inquiry. Reading critically and conducting educational research. Using reflective strategies to analyze and to improve professional practice.

- Contemporary Issues in Elementary and Secondary Education (CSULB/CED-C & I/EDCI 615, 3 units)

Advanced analysis of current trends and issues in specific areas of elementary and secondary education. In-depth exploration of research perspectives and societal factors that influence the direction of elementary and secondary education in the United States.

- Analysis of Curriculum, Instruction and Assessment (CSULB/CED-C & I/EDCI 625, 3 units)

Advanced study of curriculum design, instructional processes and student assessment through analysis of theory and research on teaching and learning. California K-12

Content Standards and the California Standards for the Teaching profession are used to evaluate curriculum, instruction and assessment.

- Interdisciplinary Approaches for the Acquisition of Literacy in the Elementary School Curriculum: Language Arts and Social Studies (CD/ED 116, Tufts University, Medford, Massachusetts)

Examines research-based components of a comprehensive or balanced literacy program for elementary students. Emphasizes an interdisciplinary approach and addresses the ways balanced literacy components can be integrated with the elementary school social studies curriculum.

### **PUBLIC SCHOOL EXPERIENCE**

(Provided 1-year service credit)

- Reading Resource Specialist, Brockton Public Schools, Brockton, MA, 1999-Spring 2003
- Title I Reading Teacher, Brockton Public Schools, Brockton, MA, 1998-1999
- Fourth Grade, Spanish Emphasis, Bilingual Classroom, New Bedford Public Schools, New Bedford, MA, 1987-1988
- Sixth Grade Gifted and Talented Programs, New Bedford Public Schools, New Bedford, MA, 1989-1995.
- Second Grade, Spanish Emphasis, Bilingual Classroom, San Antonio Independent School District, San Antonio, TX, 1984-1987.
- First and Third Grade, Spanish Emphasis, Bilingual Classroom, Los Angeles Unified School District, Los Angeles, CA, 1979-1984.

### **SCHOLARLY & CREATIVE ACTIVITIES**

#### **Grants (Authored/Awarded/Faculty Contributor/Advisory Board)**

**Funded-** U.S. Department of Education, Office of English Language Acquisition (OELA), National Professional Development, Grant, Dual Language Support through Technology Enhanced Programs and Strategies (Dual Language STEPS). University of Central Florida, Subject Expert/Advisory Board Member, **\$2,600,000.00**, 2018.

**Funded-** CSULB/CED Research, Scholarly and Creative Activities Award, **assigned time**, 3 units, The Role of Research for Teachers Improving Professional Growth in Culturally and Linguistically Diverse Settings, 2018.

Unfunded-National Professional Development Grant, Professional development for teachers in Bellflower Unified School District to improve ELLs educational outcomes. U.S. Department of Education, Office of English Language Acquisition. **\$1,045,000.00**, 2017.

**Funded**- CSULB/CED Research, Scholarly and Creative Activities Award, **assigned time**, 3 units, The Value of a Self-Assessment Tool for Improving Engagement in Reflective Inquiry Among Pre-Service Teacher Candidates, 2017.

**Funded**- California Commission on Teacher Education, BUENAS grant to create integrated bilingual teacher education program with BA and multiple subject credential & bilingual authorization, **\$250,000.00**, Faculty Contributor, 2016.

**Funded**-Fund for the Improvement of Post-secondary Education (FIPSE) federal grant award Developing Teachers as Instructional Leaders, **\$299, 695.00**. Co-author and Co-principal investigator (2009-2012). **Principal Investigator**. 2013.

Unfunded-Promoting Post-baccalaureate Opportunities for Hispanic Americans (PPOHA) federal grant proposal for **\$523,477.00**-unfunded. Author and Principal Investigator. Hispanic Achieving Scholars (HAS) Program for Post-baccalaureate Candidates in Education At a CSU Hispanic Serving Institution, 2010.

**Funded**-CSULB/CED -Scholarly and Creative Activities Award, **assigned time**, 3 units, Improving English Learners' Fluency Using Peer-Assessment Techniques, 2008-2009.

**Funded**-CSULB/CED-Scholarly and Creative Award, **assigned time**, 3 units to investigate: An Examination of a Communication Model for Promoting Successful Parent-Teacher Conferences with English Learner Populations, 2007-2008.

**Funded**-CSULB - College of Education Assessment Grant award for **\$700.00**. Development of survey for identifying pre-service teachers' dispositions, 2006.

**Funded-Co-authored** an assessment grant proposal to understand the Reading/Language Arts Masters/Credential/Certificate programs on graduates' skills, knowledge and dispositions as instructional leaders in reading/language arts in local elementary and secondary schools. Award for one year, **\$6,000.00**, 2004.

**Funded**-Brockton Public Schools, Sole author of Comprehensive School Reform Demonstration Grant (CSR/D). Grant award for three years, **\$150,000.00**, 2002-2003/included with 1-year service credit.

**Funded**-Brockton Public Schools, Sole author of Challenge for Change Grant, Strategies for Supporting Students Learning in Bilingual and Mainstream Contexts. Grant award for one year, **\$5,000.00**, 2002-2002, included with 1-year service credit.

**Funded**-Brockton Public Schools, Sole author of Challenge for Change Grant, Improving Instructional Practice through Flexible Grouping and Learning Centers; **\$16,000.00**, 2001-2002, included with 1-year service credit.

## **Grant Consultation Activities**

- CED Academic Support Writing Coach/Specialist, 2018-2019 Student Success Funds.
- Grant consultation with Santa Clarita Schools, Albert Einstein Academy Charter School - Star Talk Grant. Designed professional development component for assessing Mandarin language learners bi-literacy skill development for district's grant proposal, 2014.
- Grant consultation with Culver City Unified School District- Foreign Language Assistance Program (FLAP) grant. Consulted on assessment component for district's grant proposal, 2009.

## **Publications**

- Masunaga, H., & Lewis, T. (2011). Self-perceived Dispositions that Predict Challenges during Student Teaching: A Data Mining Analysis. *Issues in Teacher Education*.
- Lewis, T. & Rosas, E. (2009). Parental involvement and English language learners. In J. Coppola and E. Primas (Eds.), *English Learners: Reaching the Highest Level of English Literacy*, Newark, ED: International Reading Association, Inc.
- Paratore, J.R., Garnick, S., & Lewis, T. (1997). Watching teachers watch children talk about books. In J.R. Paratore and R.L. McCormack (Eds.), *Peer talk in the classroom: Learning from research* (pp.207-231), Newark, DE: International Reading Association, Inc.
- Lewis, T. (1996). Intercultural Communication: A Discourse Approach, *TESOL Quarterly*, 30(2), 366-368.
- Paratore, J.R., Homza, A., Krol-Sinclair, B.Lewis-Barrow, T., Melzi, G., & Haynes, H.(1995). Shifting boundaries in home and school responsibilities: The construction of home-based literacy portfolios by immigrant parents and their children. *Research in the Teaching of English*, 29(4), 367-389.

## **Professional Memberships**

- American Educational Research Association-AERA, 1993-Present.
- American Association of College for Teacher Education-AACTE, 2011.
- California Association of Bilingual Education CABE, 2003-Present.
- International Reading Association-IRA, 1996-Present.
- Second Language Literacy Commission for the International Reading Association-IRA, 2006-2008.

## **Faculty Sponsorship and Mentorship Activities**

- Faculty Sponsor for Visiting Scholar/CSULB Center for International Education Dr. Xia Yang, Associate Professor, School of Teacher Education, Nanjing Normal University, China, 2016-2017.

- Faculty sponsor for Undergraduate Research Opportunity Program (UROP), Leslie Ariaz, Pre-service Teachers Perceptions About Their Engagement with Reflection, 2015.

### **Manuscript Referee Activities: Journal & Newsletter Reviews**

(Served on 2 editorial advisory boards during this review period, 2015-2020).

- Editorial Advisory Board, *Journal of Mathematics Education*, 2017-Present.
- Editorial Advisory Board /Associate Professors Council- *Journal of Global Education and Research* 2016-2018.
- *Marriage and Family Review*, 2008, Volume 43, Issue 3.
- *Asian Pacific American Newsletter Column for the National Association for Bilingual Education, NABE News Language Learners*, Winter/Spring 2007.
- *Issues in Teacher Education*, Special Journal Issue on Special Education, Spring 2007.
- *Research in the Teaching of English*, National Council of Teachers of English Journal (NCTE), 1998.

### **Conference Proposal Reviewer Activities**

- Global Conference on Education and Research, reviewed proposals related to 2<sup>nd</sup> language acquisition and bilingualism, 2017-2019.
- American Educational Research Association (AERA) Reviewer for annual conference proposals, Family, School, Community Partnerships, Special Interest Group (SIG), 2012.
- American Association of Colleges for Teacher Education (AACTE) Reviewer for conference proposals, Strands, I, III, and IV, 2006.
- American Educational Research Association (AERA) Reviewer for conference proposals, Area G, Social Contexts in Education, 2005 & 2006.
- American Educational Research Association (AERA) Reviewer for conference proposals, Area K, Teacher Education, 2005 & 2006.

### **Conference Presentations**

(3 referred conference presentations during this review period, 2015-2020)

- Co-presentation with Ashley Harrel and Dorinda Peterson, Improving Dual Language Learners Linguistic Repertoire: Lessons from Conducting Classroom Action Research California Association for Bilingual Education (CABE), Long Beach, CA., March 21, 2019.
- Co-presentation with Dr. Malcolm Finney, Teachers' Perceptions of the Role of Research for Improving Teaching in Culturally and Linguistically Diverse Settings, Global Conference on Education and Research, University of Nevada, Las Vegas, April 19, 2018.
- Differentiating Instruction for English Learners in the Elementary, Middle, or High School Classrooms, California Association for Bilingual Education (CABE), San Francisco, CA March 25, 2016.



- Chair, AERA-Family, School, Community Partnerships, Special Interest Group (SIG), Paper Session, *The Role of Parents from Diverse Cultures in Building Family Empowerment Systems in Schools*, American Education Association, San Francisco, CA., May 1, 2013.
- Co-presentation with Ann Bui and Veronica Zendejas, *The Role of Action Research for Improving Literacy Practices for Special Needs, English & Spanish Language Learners*, California Association for Bilingual Education, Long Beach, CA., February 14, 2013.
- Chair, AERA-Family, School, Community Partnerships, Special Interest Group (SIG), Paper Session, *Teacher Preparations and Home-School Partnerships*, American Education Research Association, Vancouver, British Columbia, Canada, April 15, 2012.
- Co-presentation with C. Martinez, *An Exploration of Successful and Challenging Aspects of Innovation in a Graduate Degree Program for Culturally and Linguistically Diverse Students*. 10<sup>th</sup> Annual Hawaii International Conference on Education, Honolulu, HI, January 7, 2012.
- Co-presentation with Mai Bui and Huang Do, *Attitudes Towards Vietnamese Heritage Language Maintenance: Parents' and Students Perspectives*. National Association of Asian and Asian Pacific Educators (NAAPE). Long Beach, CA, October 7, 2011.
- Co-Presentation with H. Masunaga, *The Benefits of Examining Teacher Candidates' Dispositions from a Developmental Perspective*, American Association of Colleges for Teacher Education (AACTE), February 26, 2011.
- Co-Presentation with H. Masunaga, *Predicting Success and Challenges in Student Teaching from Self-rating Measures of Teacher Dispositions*, American Association of Colleges for Teacher Education (AACTE), February 25, 2011.
- Co-presentations with Lucero Chavez, Anamay del Real, Georgina Perez) *Improving Differentiated Instruction through Assessment Practices and Action Research*, California Association for Bilingual Education-CABE, Long Beach, CA, March 25, 2011.
- *The Efficacy of a Peer-assessment Model for Improving English Language Learners Reading Fluency*, International Reading Association-IRA, Chicago, IL, April 25, 2010.
- Co-presentation with Ruth Piker, *Improving Parent-Teacher Relationships within Latino School Populations*, Para-Educator/Parent Conference, California Association for Bilingual Education, Region 3, Los Angeles County, Pasadena Convention Center, Pasadena, CA, April 24, 2008.
- *Factors Influencing BCLAD Pre-service Teachers in Becoming Bilingual Educators*, California Association for Bilingual Education-CABE, San Jose, CA., March 7, 2008.
- Co-presentation with Olga Rubio, *Exploring Pre-service Teachers Motivational Factors in Pursuing a Career in Bilingual Education*. National Association for Bilingual Education-NABE, Tampa, FL., February 7, 2008.
- *Creating a Common Ground for Improving Literacy Instruction through a Collaborative Professional Development Model: One School's Journey*, International Reading Association-IRA, Toronto, Canada, May 15, 2007.

- *Assessing Pre-service Teachers' Professional Dispositions: Benefits and New Challenges*, American Association of Colleges for Teacher Education-AACTE, New York, New York, February 26, 2007.
- *Improving the Mentoring of Pre-service Teachers' Professional Dispositions*, Association of Teacher Educators-ATE, San Diego, California, February 20, 2007.
- *Evaluating Pre-service Teachers' Professional Dispositions: A Tool for Self-Assessment and Reflection*, American Association of Colleges for Teacher Education-AACTE, San Diego, CA, January, 31, 2006.
- *Examining the Homework Practices of Parents to Support ELLs School Success*, Poster Session, 5th Annual Hawaii International Conference on Education, Honolulu, HI, January 8, 2006.
- *Parental Involvement in Children's English Language Learning*, National Reading Conference 55<sup>th</sup> Annual Meeting-NRC, Miami, FL, December 2, 2005.
- *Case Study Methods in Teacher Education: Who Benefits?* Round Table Discussion, American Educational Research Association-AERA, Montreal, Canada, April 14, 2005.
- *I Don't Understand What I Just Read! Strategies for Improving Students' Understanding of Informational Text*. Title I Dissemination Project Statewide Conference, Hyannis, MA, May 7, 2003.
- *Parent-teacher Conferences. Is Anyone Listening?* Paper Session, American Educational Research Association-AERA, Chicago, IL, April, 2003.
- *Case Studies of Negotiated Literacy Assessments between Parents and Teachers in an Elementary Urban School Population*. Roundtable Session, Massachusetts Reading Association (MRA) and the Massachusetts Association of College and University Reading Educators (MACURE), Sturbridge, MA, March 14, 2003.
- *Creating a Common Ground for Implementing Best Practices in Comprehensive Literacy Programs: Case Studies of Effective Professional Development Practices in an Urban School Setting*. Massachusetts Reading Association-MRA, Sturbridge, MA, March 14, 2003.

### **Invited Professional Development Presentation**

(2 invited professional development presentations during this review period, 2015-2020)

- University of Costa Rica-Heredia, Invited talk to pre-service secondary teacher candidates, 2019.
- CSULB College of Education Graduate Cultural Initiative. Professional Development Institute-Session II, Advanced Academic Writing and Research Skills, Genres of Writing: Opinion, Practitioner, Policy and Research Studies, February 20, 2010, October 16, 2010, October 20, 2012, Spring 2016
- Parents' Attitudes Towards their Children's Bilingualism and Biliteracy, Anaheim School District, May 2009.
- Reading Institute for Academic Preparation (RIAP), California State University, Long Beach, California, May 22, 2004
- Reading Institute for Academic Preparation, (RIAP), California State University, Long Beach, Anaheim, California, June 21, 2004.

## **SERVICE**

### **CSU System-wide Committees**

- CSU Center for the Advancement of Reading and Writing, 2019-present.
- CSU Bilingual Authorization Committee, 2019-Present

### **University Committees**

- Chair, University Library Committee, University, 2010-2012.
- Teacher Preparation Committee, University, 2007-2010.
- Chair, CSU/CFA Affirmative Action, University, 2008-2010.
- Partners for Success, Faculty Mentor for First Generation College Students, University, 2008-2009.
- Chair, CFA, CED Dean Search Committee/Interview Panel, University, 2008.
- Nominations Committee, Academic Senate, University, 2007-2006,
- Discontinuance Panel for Liberal Studies, Track 2 Teacher Education Credential, Program, Academic Senate, University, 2007-2006.
- Academic Senate Representative, University, 2005-2007,

### **College of Education Committees**

- Chair, Sabbatical Review Committee, College of Education, 2020
- Monthly Meeting Planning Committee, College of Education, 2018-2019.
- Chair, Faculty Council, College of Education, 2017-2018,
- Assessment Committee, Dean's Designee, College of Education, 2016-2019
- Graduate Coordinator's/Graduate Studies Committee, College of Education, 2009-Present
- Curriculum Committee, College of Education, 2009-2011.
- Technology Committee, College of Education, 2005-2007.

### **Teacher Education Department Committees**

- Single Subject Search Committee Member, 2019.
- Faculty Council, Teacher Education Department Faculty Representative, 2016-2019.
- Chair, Evaluation of Lecturers, 2016-2018.
- Chair, Grade Appeals Committee, 2014-2016.
- Field Experiences, Ad Hoc, 2011-2013.
- Technology, Ad Hoc, CSULB, 2011-2013.
- Chair, Curriculum Committee, 2003-2009.
- Strategic Planning Committee, 2003-2005.
- Admissions and Standards, 2004-2006.
- Evaluation of Lecturers, 2004-2006.

- Faculty Interviewer of teacher candidates - CSULB Multiple Subject Credential Program and Bilingual Cross-Cultural Language and Academic Development Program, 2003-Present.

### **Invited Service**

National Linguistic Diversity Team Member, Branch Alliance for Educator Diversity (BranchED), 2020-present.

Dissertation Committee Member for Dr. Komfort Akyempon, Negotiating Identity in Community ESL Classes: A Narrative Inquiry, 2019/2020.

Thesis Committee Member) for Adrian Tlatenchi, Factors Influencing English Learners Reading Attitudes Which Impact their Reading Proficiency (in process).

Thesis Committee Member for Dani Wang, The Impact of the Use of An Electronic Dictionary on Verbal Reasoning in Adult Native Chinese International Students, 2014.

Thesis Committee Member for Timothy J. Hilton, A Historical Synthesis and Current Perspectives of High School Athletics and its Effects on Student Character/Moral Development, 2013.

Thesis Committee Member for Kavita Bhuyan, Charater Education and At-Risk Youth, 2011.

### **Internal and External Program and Scholarship Review Activities**

- College of Education, Graduate Fellowship Ad Hoc Committee, 2012.
- College Internal Reviewer Representative for CSULB/College of Education, University Program Review Committee, Program Assessment and Review Council, April 2010.
- Team Leader, California Distinguished Schools Program Review Panel, 2010.
- Internal/faculty reviewer for Rosa Plunkett Scholarship, Tony Morris, and Beauchamp Family Scholarship, Student Services, Center for University Scholarships, 2008-2011.