

VITA

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Current Position

2011-2020	Mount Saint Mary's University, Los Angeles Director: Education Specialist Programs Mild/Moderate & DHH - Education Department	Professor Tenured
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Education

1998	Northern Arizona University, Education Leadership	Doctorate
1993	Point Loma Nazarene College	Ed. Specialist
1984	University of La Vern, Ed Leadership & Administration	M.Ed.
1974	San Diego State University, Speech Pathology & Audiology	B.A.

California Credentials

Life	Diversified – Elementary K-9
Life	Restricted Special Education K-12, Speech Pathology & Audiology
Life	Resource Specialist Certificate
Life	Community College – Child Development/Special Education
1975	Learning Handicapped, Pre-School, K-12, Adult
1984	Educational Administrative

Professional Educational Specialist Documents

California State Teaching Program Adoptions

Designed, authored & implemented programs for:

1998-99	Level I	Mild/Mod/Severe & Physical Health Impairments
1999	Level II	Mild/Mod/Severe
2002	Level II	Physical Health Impairments
2003	SB 2042	General Ed. Standards (Health & Sp. Ed)
2004	Level I	Special Education Early Childhood
2005	Certificate	English Learner for M/M/S, PHI & EC
2006	Level II	Sp. Ed. Early Childhood & Certificate
2007	Certificate	Fresno Pacific ASD & Program Leadership
2010	ASD	Autism Authorization
2011-18	Preliminary	Education Specialist, M/M
2015-18	Intern	General Ed & Ed Specialist Credentials
2016-17	Ed Specialist	California State Workgroup- Redesign Credential Requirements for 2020
2017-18	Evaluator	CTC Program Review Committee

Continued Professional Writings

- 2016-2017 California Teacher Credentials Workgroup Rewrite for: New Teacher Performance Expectations and redesign Ed Specialist Credential for 2020
- 1998- 2018 University Credential Programs for State Adoption Mild/Moderate, Deaf & Hard of Hearing, and Intern Program Moderate/Severe, Physical Health Impairments Early Childhood Education Specialist
- 1998 Dissertation: Images of Servant Leadership in Education Northern Arizona University
- 1988 Author of Paperwork Reduction & IEP Process Chapters in *State Handbook for Language, Speech & Hearing Services*
- 1984 District Curriculum Development K-8 and Expectancies Committee Chair & Editor, Lake Tahoe USD

Hosted Educational Community Conferences

Local Community Funding Resources for: *Focus On Unity*
 A shared chairmanship with DCC Director, Carole Bence
 Budget of \$36,000
 In coordinated with Central California Diagnostic Center & local SELPA’s
 Presentations:

Reading & Writing	Kevin Feldman, Ed.D. & Kate Kinsella, Ed.D.	2003 2004
EC Transition	Richard L. Simpson, Ed.D.	2004
Behavioral Trends	Diana Browning Wright, M.S.	2004
Autism: EC Research	Fred Volkmar, M.D., Yale	2008
Autism: Best Practices	Sally Rogers, Ph.D., UC Davis	2010
Rtl for Writing Process	Anita Archer, Ph.D., SDSU	2011

Autism Forum Sessions: FPU Campus 2008-2011
 Faculty experts and visiting guest speakers for local the educational community, related professionals and parents.
 Four to six sessions per year.

Graduate Program Educational Events: 2006 - 2018
 Conduct seminars for “Project Based Practices”, designed & implemented Instructional Documents: Project Learning Tree, Project Wet – Federal Grant Resources.

Responsibilities as Program Director 1998 – 2020

Design & implement Education Specialist Credentials Programs
 Internship Coordinator
 Recruitment, Practicum and Supervision

Mount Saint Mary's University **Aug 2011-2020**
Program Director for Educational Specialist Programs of:
Mild/Moderate Disabilities and Deaf & Hard of Hearing, John Tracy Clinic
 Sustained responsibilities at new institution under the above listed credentials

Fresno Pacific University **May 1998-2011**
Program Director & Division Chair Responsibilities
 Coordinated program services
 Scheduled courses for three campuses
 Designed and constructed multiple courses
 for general ed, clear & special ed courses
 Designed, authored and implemented multiple credential & master's programs
 Conduct Ed Specialist Program Review with CTC – March 2010
 Advisement for MM, MS, PHI, EC & ASD credentials & authorization
 Developed policies and practices between service programs
 Catalog course descriptions & material
 Hired & managed faculty, load & training
 Hired, managed & trained supervisors,
 Field based master teachers & mentors
 Candidate services & program coordination
 Marketing design & coordination

Committee Services

- **Mount Saint Mary's University**

Academic Integrity Board – Chair (since F16)	2015-2019
Graduate Faculty & CIO Search Committees	2015-2016
IRB Committee & Service	2011-2020
Technology CIO Search Committee	Fall 2013
Academic Grievance Committee	2013-2015
California Council for Teacher Education	
Review & Select Conference Presentations	2012-2013

- **Fresno Pacific University**

IRB Committee & Review Board	2002-2011
WASC Committee & Document Preparation	2008-2010
Faculty Retreat Planning Committee, Chair	2004-2010
Faculty Search Committee, Chair	2006-2011
Library Planning Committee	1999-2005

Graduate Level Instructional Experience:

Inclusion Coursework:
 Adv. Collaboration & Coordination of Sp. Ed. Services
 General Education Integrated Services
 Assessment in Special Education:
 Adv. Assessment & Applied Statistics
 Beginning Formal Assessment

Informal Assessment Skills
Critical Observations:
Field observation & reports
Writing skills for Special Ed. Thesis & Clinical Reports
School Administration Program
Thesis & Leadership Projects
Supervision coordination for Education Specialists & the
School Administration Program

Public School Administrative Titles:

Elementary School Principal, grades K – 3
Middle School Vice Principal, grades 5 – 8
Elementary School Vice Principal, grades K – 5
District Director - Special Projects, grades K – 8
Coordinated Special Ed Program, grades K – 8
Director – Reading Lab Services, K-5
Director – ESL Services, grades K - 8
Director - Inclusion Program, grades K - 8

Public School Administrative Duties:

Hired & trained teaching faculty & staff
County office training activities and program coordination
Coordinator, Coordinated Compliance Reviews 1989 and 1995
Instructor: University Extension Classes, Auditory Conceptualization (LIPS),
University of Nevada, Reno (Lips Training)
Consultant: Early Childhood Community Program for LSH
Chairperson: Fair Hearing, Placer County Office of Education:
Analyze data and present legal status of cases
Advisor and Trainer of *Entrance Criteria*, California State Special
Education Department

Professional Activities

Annual International Conference on Critical Thinking
Sum 2018 Rohnert Park, CA

Learning & the Brain, The Brain Science of Student Character
Fall 2015 Boston, MA

Summer Institute of Educational Justice, Dr. Douglas Fisher
Summer 2014 Redlands University

Neurological Research & Learning, Dr. Judy Willis
Summer 2013 UC Santa Barbara

California Council on Teacher Education

Conferences: San Diego in the fall and San Jose in the spring
 Spring 2015-19, Fall 2015-19, Fall 2013, Spring 2012, Fall 2011, Spring 2011, Fall 2010,
 Spring 2010, Spring 2008, Fall 2006, etc.

Servant Leadership Conference: Indiana
 June 2008, 2009

BTSA conferences for local and state operations

Conference Presentations & Research Activities:

Critical Thinking: Conceptualization Skills for Learning	July 2018
CARS+: Authentic Assessment Scale: IEP & Rtl Documentation (3hrs) Ontairo, CA	Feb 2, 2018
CARS+: Stages of Conceptualization (3hrs) & Authentic Assessment Scale: IEP & Rtl Documentation (3hrs) Sacramento	Feb 25, 2017
Cal State University, Channel Islands: Stages of Conceptualization Camarillo, CA	Feb 11, 2017
CA-Council for Exceptional Children, Stages of Conceptualization University of San Diego	Oct 14-15, 2016
Quest Grand-CCTE: Reported on Research Project San Jose San Diego	April 2016 October 2015
CARS+: Authentic Assessment Scale: IEP & Rtl Documentation Riverside	February 2016
	February 2015
Lilly Conference: Authentic Assessment Scale: IEP & Rtl Documentation Newport Beach	February 2016
Authentic Assessment Scale: IEP & Rtl Documentation Redlands University	February 2014

Active Research & Writing Projects:

Inclusion: Methods of implementing instructional frameworks when modifying and adapting the classroom instruction to the special needs learner. Connecting sound theory from Gardner, Bloom, Boehm, Upton/Hyerle and Glasser to the services provided in the general education classroom. Models of meeting the needs of the physically and health impaired (PHI) student in the general education setting, may also be applied to this structure.

Authentic Assessment Scale: An adaptation of Dr. Bruce Porch’s numeric assessment scale, as applied to the instructional setting for collecting data prior to annual reviews and monitoring daily performance objectives.

The Four Stages of Language Conceptualization: Dr. Ann Boehm created assessment tools and a teaching program for young learners. When applied the theoretical framework has proven to be a key element for successful learning in the classroom. Can this same framework be applied to other

learning events for early identification of conceptualization problems and accelerate the process by following the instructional sequence of the four stages of learning?

Spelling - A necessary academic skill: The trend in “high stakes testing” nor the new core curriculum directly address this skill, it is still a necessary and must be taught in alignment with the linguistic skill level of the student. Research and practice demonstrate the urgency of restoring an academic foundation for the development of teaching this skill and the practical application that reflects a high level of success for all students.

Parent Involvement in IEP Meetings: Using a thorough interview structure, could parents serve as a rich resource to the instructional team and increase their contributions to the learning success of the child?

Communication Skills: Candidates learn to listen without raising boundaries between participants and communicate positively in challenging situations that encounter. Self-reflection and tangible skills open the channels of communication and mutual respect in all environments.

IEP Design – Assessment through Service Plan: Effective instruction, service planning and monitoring student performance are dependent upon the critical elements of: assessment, curriculum alignment, and instructional planning. A one-page design prompts the educator to draw and explicit and reliable connection between the many elements of the process, into one clear sequence.

Research & Collaboration Activities

Project Learning Tree: Consulting Team Member - Pre-Service Programs 2006-2020
State Coordinator, Sandra Derby

Stages of Conceptualization: Pilot Project-Pearson Publishing Co 2016-2020
Authorization from Dr. Ann Boehm, Columbia University
Author: Basic Concepts Test- Collaborative Project 2011
Three Research Assistants under the Title V Grant

Collaboration & Training: Dr. Nava’s Learning Academy, Middle School & High School
Mr. Hugo Carlos, Principal, LAUSD, implementation of all research projects
Dr. Michelle Windmuller, Program Manager & colleague with MSMC

Presentation: Summer Institute on Educational Justice, University of Redlands July 2014
Assessing Special Education Student Performance Using Common Core Standards

Scholarship Award & Publication: California Council for Teacher Education
Quest for Teacher Education Research 2014-2016
Using an Authentic Assessment Scale to Refine IEP and Rtl Data Collection
Partnership with Melanie Ronning, Teacher & Adjunct Faculty Member

Interviewed: Minister of Special Education - Iceland Dec 2015
Gudni Olgeirsson

Dr. Bruce Porch, Emeritus, University of New Mexico July 2014

Clinical Assessment Scale: Author of PICA & PICAC

June 2009

June 1978

Dr. Eric Carter, Peabody College, Vanderbilt University

June 2011

Servant Leadership in Special Ed: Inclusion Model