



## AAQEP Accreditation Commissioners – 2024

**Joe Lubig** (Chair; term exp. 2024) is a teacher educator at Northern Michigan University. He has a doctorate in educational leadership and curriculum design. He is a teacher educator at the graduate and undergraduate levels who utilizes his 13 years of public school teaching experience to develop teachers in the pedagogy of successful classroom practice. Lubig pairs candidate coursework with authentic experiences through NMU's Center for Native American Studies and the two Native Charter Schools NMU supports. He is the recipient of several awards in recognition of his research and teaching including the 2006 Phi Delta Kappa R. Gerald Melton Dissertation Award, two nominations for Michigan Teacher of the Year, the 2008 Northern Michigan University Excellence in Teaching Award, and the 2017 NMU Distinguished Faculty Award. In addition to his work with AAQEP, Lubig has been active in accreditation service and scholarship through the Teacher Education Accreditation Council, the American Association of Colleges for Teacher Education, the Council for the Accreditation of Educator Preparation, and the Montessori Accreditation Council for Teacher Education.

**Sylvia Read** (Vice Chair; term exp. 2025) is associate dean for accreditation and undergraduate studies for the College of Education and Human Services and professor in the School of Teacher Education and Leadership at Utah State University. She has been on faculty at USU since 2003 after teaching for 13 years in public schools. As associate dean, she focuses on accreditation and program approval for all programs in the college, educator licensure, student success, and recruitment. She is also engaged at state and national levels in accreditation and assessment of educator preparation programs at other institutions of higher education, including service on AAQEP working groups and Quality Review Teams. Read led USU to become the very first educator preparation provider to receive AAQEP accreditation, in spring 2019.

**Brian Beitzel** (term exp. 2027) is professor of educational psychology at SUNY Oneonta and holds an appointment as senior director of education accreditation and assessment there. He has chaired the Department of Educational Psychology, Counseling, and Special Education, teaching courses in child development, learning and motivation, assessment, and college study skills. After completing his Ph.D. at the University of Wisconsin-Madison, he received the Paul R. Pintrich Dissertation Award from the American Psychological Association's Division 15 (Educational Psychology). In 2009 he received the SUNY Chancellor's Award for Excellence in Teaching. His research, funded in part by the Spencer Foundation, has focused on the risks and benefits of incorporating diagrams into mathematics instruction. Beitzel serves as editor-in-chief of the *International Journal of Teaching and Learning* and provides support to other journal offices as an editorial board member and consulting editor. During the 2018-2019 academic year, he was a fellow in the American Council on Education Fellows Program. He regularly leads site visit teams for AAQEP. At SUNY Oneonta, Beitzel led 25 educator preparation programs to successful AAQEP accreditation in 2023.

**Lou Bruschi** (term exp. 2027) is principal lead for family engagement and strategic partnerships alongside the Community School District 31 superintendent in Staten Island, NY. Previously, he served as principal of Dreyfus Intermediate School 49, as founding principal of Public School 78 (the Stapleton Lighthouse Community School), and in many other roles with the New York City Department of Education since 1998. He has received numerous accolades for his work with

families and brought more than \$4 million in grant awards to his school communities during the 10 years he served as school leader. Bruschi has also been an adjunct faculty member at Wagner College and at the College of Staten Island, CUNY since 2010. He has served twice with the senior leadership team at Wagner College to secure its accreditation in educator preparation, most recently with AAQEP in 2020. Bruschi is president of the Kiwanis Club of Richmond County and serves on the local board of the Salvation Army. He has worked in the community ensuring that all students have access to the resources necessary to thrive. He is currently pursuing an Ed.D. in community-based leadership at the College of Staten Island.

**Kenneth A. Card, Jr.** (term exp. 2026) is superintendent of the East Meadow School District on Long Island in Westbury, NY. Prior to his appointment in East Meadow in 2017, he served 18 years as assistant superintendent in the Huntington School District. Card has also been a teacher, principal, and assistant principal as well as an adjunct assistant professor at Long Island University's Brooklyn campus and at SUNY Old Westbury. Widely known as a thoughtful, innovative, and decisive leader, Superintendent Card implemented a bond initiative of \$47 million to improve facilities in his district. He has worked alongside the Board of Education, administrators, teachers, and parents to improve overall communications within the district and supports for students through the expansion of advanced placement courses and the implementation of an integrated co-taught program district wide.

**Marilyn Cuch** (term exp. 2027), Hunkpapa Lakota, is director of the undergraduate secondary education program for the School of Teacher Education and Leadership at Utah State University, the first educator preparation provider to receive AAQEP accreditation in the spring of 2019. She was a high school science teacher before moving into the Tribal Colleges and Universities system as an instructor, grant writer, principal investigator, and interim dean at Haskell Indian Nations University and then into senior lectureship and advising at USU. Her scholarly interests are in Indigenous teacher preparation, leadership in higher education, and culturally relevant research. She has received numerous awards for her excellence in teacher preparation, service in higher education, and innovations in online instruction.

**Sunny R. Duerr** (term exp. 2027) is assistant dean for assessment and accreditation and director of compliance for the School of Education at the State University of New York (SUNY) at New Paltz. With a doctorate in behavioral science research methods and a master's degree in applied statistics and research methods, Duerr has served as an accreditation reviewer and team lead for several review teams, and successfully led SUNY New Paltz through NCATE/CAEP accreditation in 2015 and AAQEP accreditation in 2022. Duerr was a founding member of the SUNY EPP Assessment Consortium in 2013 and continues to serve as a steering committee member for that group. In addition to his volunteer service with AAQEP as a quality assurance reviewer, team lead, and commissioner, Duerr serves on the SUNY New Paltz Human Research Ethics Board. For fun, Duerr teaches graduate courses in research methods and statistics for several SUNY New Paltz programs in education, music therapy, and psychology.

**Chris Godwin** (term exp. 2024) is assistant dean and chair of the Professional Education Department in the School of Education at Campbell University in North Carolina. He recently served as president of the North Carolina Association for Colleges of Teacher Educators and as an appointed member of the North Carolina Principal Fellows Program Commission. Godwin has over 30 years of experience in the public schools of North Carolina as a teacher, gifted-education coordinator, and executive director of academic programs with several school districts in the state and positions at the North Carolina Department of Public Instruction in gifted education and teacher preparation. His research interests include teacher preparation and rural

education, and he and faculty colleagues in the Professional Education department work to create authentic and “place-based” clinical internships for teacher education candidates that connect the rural community with the school. Godwin has received the Distinguished Service Award from the North Carolina Association for the Gifted and Talented as well as the Lifetime Achievement Award from the Campbell University School of Education. He has led several AAQEP Quality Review Teams, served on and chaired the AAQEP Events Committee, and presented at several AAQEP conferences as well as other national and state conferences.

**Katia González** (term exp. 2024) is department chair and professor in the Department of Education at Wagner College in New York, which received AAQEP accreditation in 2020. She holds a doctorate from Teachers College, Columbia University. Her research interests include the role of intercultural communication and culturally responsive practice for effective school, family, and community partnerships. González received Wagner’s diversity and international action council award for diversity and inclusion efforts and, as a member of Wagner’s education department, an award for civic engagement recognition leadership and service to the community. Collaborating closely with community organizations, families, and preservice teachers, González helped design and cofacilitate an afterschool literacy and early childhood program for recent and long-term immigrants to the United States. González’s latest publications focus on the impact of trauma and schooling and ways in which schools can continue to closely collaborate and develop partnerships with families and community partners during a pandemic.

**Julie Gorlewski** (term exp. 2026) is senior associate dean for academic affairs and teacher education in the Graduate School of Education at the University at Buffalo, The State University of New York. As a researcher, professor, administrator, author, and teacher, Gorlewski possesses more than 30 years of experience in the education field. She has published over 20 manuscripts in peer-reviewed journals and 12 books, including co-authoring “A Case for Change in Teacher Education: Developing a Community-Based Residency Program” in 2022. She also serves on the New York State Professional Standards and Practices Board for Teaching. From 2013 to 2018, Gorlewski was an editor of *English Journal*, the flagship publication of the National Council of Teachers of English. Certified in elementary education and secondary English, she taught English for more than 12 years, often working with diverse populations of learners, including emerging multilingual learners. A scholar activist committed to justice through education, Gorlewski pursues research interests in teacher preparation, equity in assessment, and school reform. She has participated in or led several AAQEP site visit teams, and she facilitated the successful AAQEP accreditation of the University at Buffalo’s teacher and school leader programs in 2022.

**Sheree Jederberg** (term exp. 2026) is associate professor in the Educational Leadership Department at New Mexico Highlands University. She is also working with the NM State Board of Education, CES, and Superintendent’s Association in designing a potential new superintendent endorsement and/or credential for the state. Her previous roles have included service in the Education Leadership Department at the University of Oregon during its successful bid for AAQEP accreditation, liaison work with the Oregon Teacher Standards and Practice Commission, and appointments as interim and associate dean of education at New Mexico Highlands. Over her 30+ years in education, Jederberg has served mostly in large urban districts as deputy superintendent, assistant superintendent, executive director of secondary education, and high school principal. She has taught doctoral and graduate-level courses in educational leadership and policy, curriculum and instruction, social education, teacher education, and secondary education. Jederberg holds an Ed.D. in urban education leadership

and policy from the University of Southern California and has authored or coauthored over 35 funded grants, four book chapters, and over 15 journal articles published.

**Christopher Jochum** (term exp. 2027) is professor and chair of the Department of Teacher Education at Fort Hays State University, where he leads one of the largest teacher preparation programs in the state of Kansas. With an enrollment of approximately 1,000 students, his department offers virtual and on-campus degree programs in elementary education, early childhood unified, special education, and secondary education. Jochum's previous professional appointments include the University of Nebraska at Kearney as an associate professor of foreign language education and Spanish, the University of Central Missouri as an assistant professor of secondary education, Salina High School South (KS) as a secondary Spanish teacher and chair of the World Languages Department, and Kearney Public Schools (Nebraska) as a K-12 English as a second language teacher. His research focuses on leadership development in higher education as well as the preparation and professional development of preservice and in-service foreign language teachers. His recent book is titled *The Department Chair: A Practical Guide to Effective Leadership*.

**Ann Kucera** (term exp. 2026) is vice president of learning and development for Teachers of Tomorrow, a national educator preparation program based in Houston, Texas. She has served in public education for 30 years with professional experiences as a middle school teacher, high school principal, and in the Office of Accountability in Spring Branch Independent School District in Houston, Texas. Through her work with Teachers of Tomorrow for the past 9 years, Kucera has authored or coauthored more than 60 courses focused primarily on research-based best practices and innovative delivery systems that maintain high student engagement and build teacher resiliency. She served on the accreditation team when Texas Teachers of Tomorrow achieved AAQEP accreditation in 2021.

**Rodrick S. Lucero** (term exp. 2024) is professor and executive director of educator preparation programs at Texas A&M University. He also serves as president and CEO of the National Center for Clinical Practice in Educator Preparation, which focuses on mutually beneficial partnerships between PK-12 and educator preparation programs, and as an educational consultant for the CEEDAR Center and the American Institutes of Research. Lucero began his career as a high school social studies teacher, administrator, and coach before being recruited to join the faculty at Colorado State University, where he was a professor and university administrator for educator preparation. He later served as vice president at the American Association of Colleges for Teacher Education, where he also was the lead author of the Clinical Practice Commission report *A Pivot Toward Clinical Practice, Its Lexicon, and the Renewal of Educator Preparation*.

**Diana M. Marshall** (term exp. 2027) is director of the Office of Clinical Practice and Partnerships in the University of Rhode Island College of Education, which received AAQEP accreditation in 2022. Marshall holds a Ph.D. in education from the University of Rhode Island/Rhode Island College joint program. Through her work in the Office of Clinical Practice and Partnerships, Marshall facilitates district partnerships for the URI College of Education and acts as a liaison to the Rhode Island Department of Education (RIDE) regarding policies that guide educator preparation. She currently serves on the CEEDAR/RI Statewide Leadership team, working collaboratively across the state on projects that foster deeper, mutually beneficial partnerships between teacher preparation and partner districts. She is also a director for the National Center for Clinical Practice in Educator Preparation. Marshall has acted as the URI liaison to multiple on-campus and off-campus groups related to education and teacher preparation in Rhode Island including RIACTE, the RI Partnership and Placements Consortium,

and the Providence Children and Youth Cabinet. Marshall is a former public school teacher and served in several teacher leader positions.

**Elda E. Martinez** (term exp. 2026) is director of teacher education and professor in the Dreeben School of Education at the University of the Incarnate Word in Texas, which received AAQEP accreditation in 2022. She oversees the teacher education program and teaches primarily special education courses. Prior to joining UIW in 2005, Martinez completed 10 years as an elementary and special education teacher in the San Antonio ISD. She earned her doctorate in Organizational Leadership from Teachers College, Columbia University. Her research interests focus on teacher preparation, teacher development, and special education issues. In addition to authoring various articles, in 2018, Martinez collaborated with the Consortium of State Organizations for Texas Teacher Education to establish a state journal, *TxEP: Texas Educator Preparation*, and served as the managing editor for 5 years. In addition, she has been a member of the Winston School of San Antonio's Education, Medical, and Scientific Advisory Committee since 2010, active in planning professional development and outreach programs to advance knowledge of learning disabilities. In her tenure at UIW, Martinez has been recognized for teaching and leadership, receiving the General Robert McDermott Endowed Chair in Leadership and the Sister Theophane Power Endowed Chair in Education.

**Jessica Miranda** (term exp. 2026) is executive director of strategic directions, assessment, and accreditation at the University of Hawai'i - West O'ahu, where she serves as accreditation liaison officer and leads assessment across campus. Prior to her current position, Miranda served as director of assessment, accreditation, and accountability for the College of Education at the University of Hawai'i at Mānoa (UHM). She led UHM to receive AAQEP accreditation in 2021 for 16 academic programs, including the first doctoral programs to achieve AAQEP accreditation. Miranda holds a doctorate in educational psychology with a specialization in measurement, statistics, and evaluation; an M.A. in second language studies; and an undergraduate degree in teaching English as a second language. Her professional contributions to the field are in the areas of psychometrics and educational measurement; program evaluation; and accreditation preparation, implementation, and research. Miranda's professional service includes participation in AAQEP's early working groups on expectations and on policies and procedures. She has also served as an AAQEP Accreditation Proposal reviewer; as a member of the Western Association of Schools and Colleges regional accreditation steering committee at UHM; and as the Hawaii state chapter representative for the Advisory Council of State Representatives of the American Association of Colleges for Teacher Education.

**Louise Moulding** (term exp. 2024) is professor in the Department of Teacher Education at Weber State University in Utah, which earned AAQEP accreditation in 2020. She directs the Graduate Studies in Education (M.Ed.) program and teaches graduate courses focused on assessment and educational research. Her own research has focused on teacher self-efficacy and metacognitive development. Moulding also directs the Mentor Academy, a partnership with local school districts to identify exemplary teachers to receive professional development and serve as mentors to teacher candidates. The relationship with school districts is a natural outgrowth of her years as a secondary science teacher, district curriculum coordinator, and director of assessment for the Utah State Board of Education. Moulding currently serves on the WestEd Board of Directors and on the AAQEP Research and Evaluation Committee and Events Committee, and she has served on AAQEP working groups and Quality Review Teams.

**Rebecca Pelton** (term exp. 2024) is president of the Montessori Accreditation Council for Teacher Education (MACTE). MACTE serves as the national accreditor for Montessori teacher preparation programs within colleges and universities and free-standing institutions. MACTE is

recognized by the U.S. Department of Education. Pelton has been active in the area of teacher program accreditation for over 25 years. Prior to her work with MACTE, she served as vice president for membership for the Teacher Education Accreditation Council. She earned her doctorate in educational leadership from the University of Delaware. Her tenure at MACTE is based on commitment to supporting Montessori teacher preparation and thereby improving the educational experience of Montessori students. Pelton serves on the AAQEP Board of Directors as well as the AAQEP Accreditation Commission.

**Gina Pepin** (term exp. 2025) is a K-3 educator for Escanaba Area Public Schools in the Upper Peninsula of Michigan, where she was also the 2018-2019 Region 1–Upper Peninsula Michigan Teacher of the Year. Pepin has over 20 years of experience teaching at the K-12 level as well as several years in higher education. She has taught in a variety of public and private settings. Pepin earned her M.S. and postgraduate certificate in elementary reading and literacy in 2007-2018 and a doctorate in teacher leadership in 2013 from Walden University. She is an online adjunct instructor for graduate courses in reading at Grand Canyon University and a contingent adjunct instructor for Northern Michigan University. She serves as a literacy content expert on three doctoral committees for Grand Canyon University and is an active member of several teams through the Michigan Department of Education. Pepin is also on the editorial review board for the Michigan Reading Council and serves on AAQEP's Board of Directors. She has publications on teacher leadership and adjunct-online instruction.

**Carolyn Pinkerton** (term exp. 2026) is vice president of the Montessori Accreditation Council for Teacher Education (MACTE), the accrediting organization for Montessori educator preparation programs. Pinkerton served an integral role in the work involved in obtaining MACTE's most recent renewal of recognition by the U.S. Department of Education, and she regularly attends the National Advisory Committee on Institutional Quality and Integrity hearings. Prior to her tenure with MACTE, Pinkerton worked with children teaching English as a second language and creating an elementary reading curriculum. She received her doctorate in the social foundations of education from the University of Virginia, where she earned the Faculty Senate Dissertation Fellowship for excellence in both teaching and research.

**Deborah Rickey** (term exp. 2025) is a retired administrator from the College of Education at Grand Canyon University. As associate dean for unit effectiveness, Rickey was responsible for ensuring the College supports traditional and nontraditional students utilizing people, systems, and technology in varied and multifaceted ways. Involved in education for over 35 years, her professional experience includes positions as a high school teacher and administrator and as a postsecondary professor and administrator at colleges in Oregon, Indiana, and Arizona. In addition to her extensive volunteer work with AAQEP, Rickey has served as a site team member, committee member, and presenter on accreditation and quality assurance systems with the National Council for Accreditation of Teacher Education, the American Association of Colleges for Teacher Education, and the Council for the Accreditation of Educator Preparation. Under her leadership, GCU became one of the first institutions to receive AAQEP accreditation. Rickey's research interests include quality assurance systems, educational leadership, change theory, and the use of action research in schools and classrooms. She has worked with numerous school districts and leaders on school improvement initiatives and is a coauthor with Richard Sagor of the book *The Relentless Pursuit of Excellence: Lessons from a Transformational Leader*.

**Pamela Shetley** (term exp. 2024) is associate director of the educational leadership doctoral program at the University of Maryland. She also teaches at Trinity University and Bowie State University and serves on the Howard University Leadership Advisory Board and the Education

Council at Trinity University. A former teacher, school principal, and public school executive, Shetley has a 30-year career in public education that includes such roles as director of staff development, director of magnet programs, and supervisor of a National Board Certification Program. Her research focuses on building sustainable leadership pipelines in the public sector and cultivating partnerships between public schools and universities. Shetley is a national speaker, published author, alumnus faculty member of the National Leadership Institute, certified Strengthfinder coach, certified Arbinger trainer, and certified principal mentor for the National Association of Elementary School Principals. Through her advocacy for high-poverty youth, she has written and acquired over \$40 million in educational funding and led partnership programs from the K-16 spectrum.

**Amanda Sugimoto** (term exp. 2027) is associate dean for academic affairs in the College of Education at Portland State University (OR). She previously taught in public elementary schools for almost two decades and continues to pursue grants to support her work and research in elementary schools. She completed her Ph.D. in teaching and teacher education at the University of Arizona. Her research focuses on improving the connections, educational experiences, and access of linguistically and culturally diverse students in schools, particularly in elementary mathematics. She also served as director of accreditation for the PSU College of Education, which earned AAQEP accreditation in 2023.

**Diana P. Sukhram** (term exp. 2026) is dean of the School of Education at SUNY Old Westbury, which received AAQEP accreditation in 2022. A native of Belize City, Belize, Sukhram holds a Ph.D. in special education from the University of Illinois. She has been instrumental in shaping and implementing the special education graduate programs in her 14 years at Old Westbury (OW). Her most recent projects include a My Brother's Keeper Teacher Opportunity Corps II NYSED grant award; a Western Suffolk BOCES state grant to promote the Teacher Diversity Pipeline program; and developing a partnership with NaRCIE and the Ministry of Education in Belize to provide Belizean educators with best practice strategies to better prepare them to address students' diverse learning needs, while providing OW faculty and students with a rich educational and cultural experience. Her professional scholarship includes published articles in journals such as *Exceptional Children*, *Journal of International Special Needs Education*, *Early Childhood Education*, and the *British Journal of Special Education*, as well as numerous national, regional, and international conference presentations. She is also actively engaged as an advisory board member for the STEP Program at Old Westbury.

**Ebony Terrell Shockley** (term exp. 2026) is associate dean for educator preparation and undergraduate education in the University of Maryland College of Education, which earned AAQEP accreditation in 2020. She provides collegewide oversight for undergraduate education and supervises assessment, recruitment, school partnerships, and accreditation. Terrell Shockley's prior roles at UMD include executive director of educator preparation and director of the Master's Certification Program; she also served as the first diversity officer for the College of Education and remains an active participant on the UMD Diversity Education Task Force. Previously, Terrell Shockley served as a PK-12 educator and administrator, holding certifications in administration and leadership, secondary science, ESOL, special education, and literacy. An international leader and scholar whose travel and study span several countries, she is the first and only U.S. professor to serve on the editorial board of *Transformación Journal*, a journal published by the University of Camagüey in Camagüey, Cuba. Terrell Shockley researches culturally and linguistically diverse, marginalized, and underrepresented learners who identify as Black, Latinx, and/or Native American and their experiences in STEM, literacy, and exceptional education contexts.

**Tim Wall** (term exp. 2024) is dean of the School of Education and director of teacher education at Northwest Missouri State University, which received AAQEP accreditation in 2020 with a notation recognizing strong clinical practice and partnerships. A faculty member at the university since 2002 and dean since 2016, Wall has also served as assessment director and has prior experience as a secondary school teacher. During his tenure at Northwest Missouri State, the School of Education has enjoyed significant growth in enrollment and received several national awards for excellence in innovation and use of data systems for program improvement. Wall's research interests include high-quality educator preparation; diversity, equity, and inclusion; and assessment and data analysis supporting quality. His professional service includes participation in the initial AAQEP expectations working group and leading Quality Review Teams; president-elect of the Teacher Education Council of State Colleges and Universities; president of the Missouri Association of Colleges for Teacher Education; and board and executive committee positions with the American Association of Colleges for Teacher Education and its Advisory Council of State Representatives.

**Bryan J. Williams** (term exp. 2027) is community superintendent for secondary campuses with the Spring Branch Independent School District in Houston, Texas. In this role, he supports 16 campuses by focusing on student achievement, principal professional development, implementation of district initiatives, campus improvement planning, and enhancing quality teaching and learning. Williams previously served as a middle school assistant principal and principal, math teacher, and elementary teacher. A native of Kansas City, Missouri, he holds a Bachelor of Arts degree from Park University in Elementary Education, a Master of Arts degree and Educational Specialist degree in Educational Administration from the University of Missouri-Kansas City, and a Doctor of Education degree in Professional Leadership from the University of Houston, as well as both principal and superintendent area certifications.