



School of Education

Curriculum Vita
Updated 09-2021

1. Name: Gregory Kaiser, Ph.D.
 - a. Department: Teacher Education Department
 - b. Programs: Multiple Subject Credential and MA
 - c. Rank: Professor, full-time

2. Scholarship
 - a. Education:
 - i. Doctorate of Education, Education, 1989, Claremont Graduate School, Claremont, CA
 - ii. Master of Arts, Education, 1986, Claremont Graduate School, Claremont, CA
 - iii. Bachelor of Arts, Speech Communication, 1978, California State University, Fullerton, Fullerton, CA

 - b. Publications
 - i. Warren, S., Reeder, G., Kaiser, G. Noffle, J., & Jurchan-Rizzo, J (2010) Preparing Teachers to Support English Language Learners, *TESOL Journal*, 1 (3), pp. 291-314.
 - ii. Nava, A., et.al. (2001) *New Realities in American Literacy Teaching English Language Learners*. Boston: McGraw-Hill Primis Custom Publishing
 - iii. Nava, A & G. Kaiser. (2000) *American Science and Technology*. New York: McGraw-Hill Publishing Company
 - iv. Kaiser, G. & E. Sevilla. (1995) *Supervision for the 21st Century: A Reflective Approach*. California Association for Supervision and Curriculum Development

 - c. Presentations
 - i. Kaiser, G. (2019) NGSS Three-Dimensional Curriculum Development and Analysis, In-service Presentation to the Bradoaks Elementary School Faculty, Monrovia Unified School District, Monrovia, California.
 - ii. Kaiser, G. (2019) NGSS Phenomenon and Curriculum Development Rubrics, ACSA Curriculum and Instruction Academy, Monrovia, California.
 - iii. Kaiser, G. (2019) C3 Framework: Developing Compelling and Supporting Questions, ACSA Curriculum and Instruction Academy, Monrovia, California.
 - iv. Kaiser, (2018) NGSS Three-Dimensional Learning and Performance

- Expectatons, ACSA Curriculum and Instruction Academy, Monrovia, California.
- v. Kaiser, G. (2017) NGSS Performance Expectations Conceptual Shifts, ACSA Region XV Third Annual Winter Leadership Symposium, Monrovia, California.
 - vi. Kaiser, G. (2017) NGSS EQUiP Rubric and Lesson Development, ACSA Region 13 Curriculum and Instruction Academy, Orcutt, California.
 - vii. Kaiser, G. (2016) NGSS Three-Dimensional Learning, ACSA Region 15 Second Annual Winter Leadership Symposium, Monrovia, California.
 - viii. Kaiser, G. (2016) How to Develop NGSS-Aligned Lessons and Units, California League of Schools Fall Conference, Costa Mesa, California.
 - ix. Kaiser, G. & Kaiser, S. (2012) All Students Can Comprehend: Useful Toolsin Teaching Comprehension, ASCD 2012 National Conference, Philadelphia, Pennsylvania.
 - x. Kaiser, G. (2012). Reading in the Content Areas: Strategies to Ensure Student Success”, California League of Middle Schools (CLMS) 2012 Response to Intervention and Technology Conference, Monterey, California.
 - xi. Kaiser, G. & Kaiser, S. (2011) Is Comprehension Just an English-Language Arts Skill? California League of Middle Schools(CLMS) Annual Conference, San Diego, California.
 - xii. Kaiser, G.& Kaiser, S.(2010) Improving Elementary Students' Reading Comprehension, 89th Annual California Education Research Association Conference
 - xiii. Yee-Sakamoto, I., Bryan, L. & Kaiser, G. (2009) Developing Depth and Establishing Maintainable Structures Through Innovative Pre-Service Teacher Preparation Practices: A Look at the English Learner Intervention Program and the Families at School Nights Program, 2009 National Professional Development School Conference
 - xiv. Warren, S., Reeder, G., Kaiser, G. Noffle, J., Jurchan, J. (2009) Preparing Teachers to Support English Language Learners, Hawaii International Conference on Education
 - xv. Warren, S., Reeder, G., Kaiser, G. Noffle, J., & Jurchan, J. (2009) Preparing Teachers to Support English Language Learners, American Education Research Association Annual Conference
 - xvi. Yee-Sakamoto, I., Kaiser, G. & Bryan, L. (2008) The Professional Development School Partnership – Lessons Learned, 2008 National Professional Development School Conference
 - xvii. Kaiser, G. (2008) Chinese and American Educational Reform: A Comparative Study, 2008 Hawaii International Conference on Education
 - xviii. Kaiser, G., Yao, Jenny and Quinn, C. (2008) Chinese School Administrators' Perceptions of Current Educational Reform in China, 87th Annual California Education Research Association Conference
 - xix. Kaiser, G. (2007) Critical Thinking in the Classroom, Tianjin Academy of Educational Science's International Education Conference, Tianjin, People's Republic of China
 - xx. Kaiser, G. (2007) Beginning Teacher Support and Assessment (BTSA) Principles and Orientation, Hebie Teacher Training School's China – U.S.A. Educational Forum, Tianjin, People's Republic of China
 - xxi. Kaiser, G. Veney, C., Alonzo-Bell, S., Root, J., & Yee-Sakamoto, I, (2007) How to Start a Successful PDS Partnership, 2007 National Professional Development School Conference.

- xxii. Kaiser, G. (2006) California's Teaching Performance Assessment System and Professional Development Schools, Tianjin Academy of Educational Science's International Education Conference, Tianjin, People's Republic of China
- xxiii. Kaiser, G. (2006) Taking Flight: Our First Year Journey, National Professional Development Conference, Orlando, FL
- xxiv. Kaiser, G. (2004) No Child Left Behind Act and Its Impact on Teacher Training in California, Tianjin Academy of Educational Science's International Education Conference, Tianjin, People's Republic of China
- xxv. Kaiser, G. (2000) Calm, Cool, and Collected: A New Approach to Classroom Discipline, California School Employees Association's California Paraeducator Conference, Anaheim, CA
- xxvi. Brashear, N. & G. Kaiser. (2000) Around the work in 80 Books: Sharing International Literature with Children, The East San Gabriel Valley Reading Council Annual Fall Conference, Azusa, CA
- xxvii. Kaiser, G. (1999) California Content Standards, University of San Diego Conference, San Diego, CA
- xxviii. Kaiser, G. (1999) Calm, Cool, and Collected: A New Approach to Classroom Discipline, California School Employees Association's California Paraeducator Conference, Anaheim, CA
- xxix. Kaiser, G. (1999) Developmental Spelling. The East San Gabriel Valley Reading Council Annual Fall Conference, Azusa, CA
- xxx. Brashear, N. & G. Kaiser. (1998) Teaching as a Subversive Activity: Preparing Teachers to Make a Difference, Azusa Pacific University Common Day of Learning, Azusa, CA
- xxxi. Kaiser, G. (1996) Class Size Reduction, Rosemead School District Staff Development Training, Rosemead, CA

3. Professional Experience

a. Azusa Pacific University

- i. Professor, Division of Teacher Education, 2014-Present
- ii. Professor and Chair, Department of Teacher Education, 2011-2014
- iii. Associate Professor and Multiple Subject Program Director, 1996-2011

b. University Lecturer

- i. California Polytechnic University, Pomona, Pomona, CA, 1995-1996
 - Taught science methods and introduction to teaching Multiple Subject Credential courses
- ii. California State University, Fullerton, Fullerton, CA, 1985-1986
 - Teaching science and math methods Multiple Subject Credential courses
 - Student teacher supervision
- iii. California State University, Los Angeles, Los Angeles, CA, 1984-1988
 - Teaching science, math, social science, and language arts Multiple Subject Credential Courses

c. Public School

- i. Teacher/School Site Administrative Designee, Chino Unified School District, Chino,

CA 1988-1996

- Teacher, grades 2-6
- School site level administrative designee
- Acting assistant principal
- School site level grade level chairperson, technology committee member
- District science mentor teacher for grades 3-6
- District Curriculum Council member

ii. Teacher, Bonita Unified School District, San Dimas, CA 1979-1980

- Teaching grades 2 and 3

d. Private Schools

i. Teacher/Teaching Assistant Principal, Christian Chapel School, Walnut, CA, Teaching grades 2-6, 1980-1984

ii. Teacher, Arrow Highway Christian School, Pomona, CA, Teaching grades 5 and 6, 1978-1979

4. Azusa Pacific University Courses

- a. TEP 522 Methods of Teaching Mathematics, K-8
- b. TEP 523 Methods of Teaching Science, K-8
- c. TEP 524 Methods of Integrating the Humanities, K-8
- d. TESP 504 Schools and Educational Systems
- e. TESP 501 Art of Teaching I: Foundations of Teaching
- f. TESP 511 Art of Teaching II: Pedagogy and Instructional Design
- g. TESP 512 Science of Teaching II: Effective Assessment Strategies for All Learners

5. University Committee Service

- a. Masters Studies Council
- b. Faculty Senate
- c. Program Review Committee
- d. Undergraduate Studies Council

6. Professional Memberships

- a. American Educational Research Association
- b. California Educational Research Association
- c. ASCD
- d. National Science Teacher Association
- e. National Council of Teachers of Mathematics