

VITA
January, 2021

Kimberly S. Martin
*[Contact info redacted
for online publication]*

Long Beach Unified School District
Cleveland Elementary School
4760 Hackett Avenue
Lakewood, California 90713
(562) 420-7552

EDUCATION:

- 2003** **University of California, Long Beach**
MS degree
Major: Special Education, Emphasis in Mild/Moderate Disabilities
- 1980** **University of California, Long Beach**
BA degree
Major: Communicative Disorders

CERTIFICATION:

- 2003** **University of California, Long Beach**
Level II Education Specialist Instruction Credential
Authorized Field: Mild/Moderate Disabilities
- 2001** **University of California, Long Beach**
Clear Cross-cultural, Language and Academic Development Certificate
- 2001** **University of California, Long Beach**
Preliminary Level I Education Specialist Instruction Credential
Authorized Field: Mild/Moderate Disabilities

ADDED AUTHORIZATIONS:

- 2011** Autism Spectrum Disorders

PROFESSIONAL EXPERIENCE, UNIVERSITY AFFILIATIONS:

2003 (Fall) -
present

**Part-time Lecturer, California State University, Long Beach,
Department of Advanced Studies in Education and Counseling**

Courses taught:

Fall, 2003	EDP 303, 2 sections
Spring, 2004	EDP 303, 2 sections
Fall, 2004	EDP 303, 2 sections
Spring, 2005	EDP 303, 3 sections
Fall, 2005	EDP 303, 3 sections
Spring, 2006	EDSP 303, 2 sections
Fall, 2006	EDSP 303, 1 section
Spring, 2007	EDSP 303, 2 sections
Fall, 2007	EDSP 303, 3 sections
Spring, 2008	EDSP 303, 2 sections
Fall, 2008	EDSP 303, 2 sections
Spring, 2009	EDSP 303, 3 sections
Spring, 2009	EDSP 569, 1 section
Fall, 2009	EDSP 303, 3 sections
Spring, 2010	EDSP 303, 2 sections
Fall, 2010	EDSP 303, 2 sections
Spring, 2011	EDSP 303, 2 sections
Fall, 2011	EDSP 303, 2 sections
Fall, 2011	EDSP 355A, 1 section
Spring, 2012	EDSP 303, 1 section
Spring, 2012	EDSP 355A, 1 section
Fall, 2012	EDSP 303, 1 section
Fall, 2012	EDSP 355A, 1 section
Spring, 2013	EDSP 303, 1 section
Fall, 2013	EDSP 303, 2 sections
Spring, 2014	EDSP 303, 2 sections
Fall, 2014	EDSP 303, 2 sections
Spring, 2015	EDSP 303, 2 sections
Spring, 2015	EDSP 355A, 1 section
Fall, 2015	EDSP 303, 3 sections
Spring, 2016	EDSP 303, 1 section
Spring, 2016	EDSP 350, 1 section
Fall, 2016	EDSP 303, 2 sections
Fall, 2016	EDSP 350, 1 section
Spring, 2017	EDSP 350, 2 sections
Fall, 2017	EDSP 350, 1 section
Fall, 2017	EDSP 303, 1 section
Spring, 2018	EDSP 350, 1 section
Fall, 2018	EDSP 303, 1 section
Fall, 2018	EDSP 350, 1 section

Spring, 2019	EDSP 350, 1 section
Fall, 2019	EDSP 303, 1 section
Fall, 2019	EDSP 350, 1 section
Spring, 2020	EDSP 350, 1 section
Fall, 2020	EDSP 303, 1 section
Fall, 2020	EDSP 350, 1 section

Summary:

(EDP 303/EDSP 303) Preparation to Teach Special Populations
Fall, 2003 to present
(EDSP 569) Individuals with Mild/Moderate Disabilities
Spring, 2009
(EDSP 355A) Collaborative Models of Inclusive Education
Fall, 2011; Spring and Fall 2012; Spring, 2015
(EDSP 350) Preparation to Teach Special Populations
Spring, 2016 to present

2003 (Spring)

**Student Teacher, California State University, Long Beach,
Department of Educational Psychology, Administration, and
Counseling**

Course taught with master teacher:

Preparation to Teach Special Populations (EDSP 303)

Prepared lessons related to class content and presented information in lecture/seminar format on various occasions throughout the semester. Assisted master teacher by grading assorted assignments and providing feedback to students.

**2003-
2008**

**Community Advisory Committee, California State University,
Long Beach**

Professional member of this committee, which is involved with giving the program feedback from community members familiar with current needs in the field of special education.

**2001-
2005**

Demonstration Teacher for California State University, Long Beach

Recruited by the Special Education Department at California State University, Long Beach to serve as a demonstration teacher for students in the education special credential program. Responsibilities include developing and managing a model demonstration program for students with mild/moderate disabilities.

PROFESSIONAL EXPERIENCE, DIRECT SERVICE:

**1998-
present**

Teacher of students with mild to moderate disabilities in Long Beach Unified School District

Currently teaching a special day class composed of students with mild to moderate disabilities. Emphasis is on instruction within district curriculum coupled with social skills enhancement. Integration with general education students is both a priority and a goal for all students.

RELATED EXPERIENCE:

**2003-
present**

Master Teacher for California State University, Long Beach

Beginning in Fall, 2003. Recruited by the special education department at California State University, Long Beach to serve as a Master Teacher based upon the ability to design and implement quality educational services to students with mild to moderate disabilities. As of Spring, 2017, 35 student teachers, including many teaching in tandem with another student teacher from CSULB, have completed their student teaching in my classroom.

2001-2009

Special Education Lead Teacher, Long Beach Unified School District

Recruited by the administration at Monroe K-8 School to serve as the school to district liaison for special education. Duties included coordinating with all special education providers at the school to insure compliance and communication. Also involved attending a district meeting monthly and holding site meetings to disseminate information.

2001-2004

Service Experience for ReVitalizing Education (SERVE)

For several semesters, have overseen students from California State University, Long Beach as they worked with students in my classroom. Duties included integration of the SERVE student into classroom activities and schedules, observations of the SERVE student working with the children in class, documentation of hours worked, and final evaluation of the student.

2001-2003

Support Provider, Beginning Teacher Support and Assessment (BTSA)

For two years, served as a coach for two teachers during their first and second years of teaching. Responsibilities included weekly observations of classroom practices followed by discussions with the beginning teacher. Ongoing support was provided through mentoring conversations throughout the two years of support.

2015-2017

Common Core Demonstration and Development Team (CCDDT)

For two years, developed, videotaped, and edited for publishing math instruction videos for use in LBUSD professional development series available to teachers to view within the district.

PROFESSIONAL AFFILIATIONS:

California Chapter of the Association for Persons with Severe Handicaps (TASH), past member

Council for Exceptional Children (CEC), past member

HONORS AND AWARDS:

Very Special Person (VSP) nominee given by the Monroe School Parent/Teacher/Student Association for outstanding devotion to teaching. Awarded in May, 2002.

Graduate of the **Education Specialist Intern Program**, a joint venture between Long Beach Unified School District and California State University, Long Beach to provide support through a cohort program and stipends to help student complete the Level I Education Specialist Credential program in two years.

Scholarship Recipient from the **Assistance League of Long Beach** for two years, 2000-2001.

Honorary Service Award (HSA) awarded by Rossmoor Elementary School Parent/Teacher Association for outstanding service to the school, both volunteering in the classroom and serving on the executive PTA board for seven years. Awarded in May, 1998.

PUBLISHED:

Coots, J.J., & Stout, K. (Eds.). (2007). Critical reflections about students with special needs. Boston: Allyn and Bacon.
I was a contributing writer for this book.

PRESENTATIONS AT CONFERENCES:

2005

Coots, J.J., Martin, K., Larsen, A., Ufholtz, K., Stewart, G., Stout, K. (2005, November) Examples of Applying Universal Design for Learning to Instruct Individuals Labeled with Significant Disabilities. Panel presentation at the Annual Conference of the Association for Persons with Severe Handicaps (TASH) in Milwaukee, Wisconsin, focusing on classroom application of Universal Design in planning and instruction for all students.

2003

Coots, J.J., Martin, K., Calder, C., Stewart, G. (2003, December) Guiding Novice Teacher Field Experience through a Demonstration Teacher Network. Panel presentation at the Annual Conference of the Association for Persons with Severe Handicaps in Chicago, Illinois, focusing on the creation of a demonstration teacher network to facilitate field experiences for new teachers.

2002

Coots, J.J., Grenot-Scheyer, M., Stout, K., Martin, K., Ufholtz, K., Goldberg-Hamblin, S. (2002, December) Case studies of the Movement Towards Inclusive Education. Panel presentation at the Annual Conference of the Association for Persons with Severe Handicaps in Boston, Massachusetts, focusing on the use of case studies in teacher education.

2001

Coots, J.J., Foster-Berman, J., Hawk, T., Martin, K., Stout, K., Ufholtz, K., (2001, November) Moving from Self-contained, Segregated Models to Inclusive Models. Examples of effective inclusionary practices were presented at the Annual Convention of the Association for Persons with Severe Handicaps in Anaheim, California.

INVITED PRESENTATIONS:

- 2012** Martin, K. (2012, April) Conducted a seminar entitled “Defending With Data” for student teachers at CSULB.
- 2005** Martin, K. (2005, April) Guest presenter at a seminar for student teachers on the topic of specific strategies for reaching difficult students.
- 2004** Martin, K. (2004, November) Presentation on teaching students who are gifted/talented or at-risk in Professor Amy Larsen’s EdP 303 class entitled Teaching Learners with Exceptionalities.
- 2003** Martin, K., and Larsen, A. (2003, July) Panel presentation on steps taken to include students with disabilities in our schools to Professor Kristen Stout’s EdP 480 course entitled Fundamentals of Inclusive Education in a Diverse Society.
- 2001** Martin, K., Ufholtz, K., Colangelo, D., Hawk, T. (2001, October) Panel presentation made to Dr. Shireen Pavri’s EdP 480 course entitled Fundamentals of Inclusive Education in a Diverse Society. Presentation focused on many areas including inclusive practices, legal and historical mandates, and observation of best practices in special education.