

**Janice Filer, Ed.D.**  
*[Contact info redacted for  
online publication]*

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## **EDUCATION**

Doctoral Candidate for PhD in Global Leadership Pepperdine University, Spring 2021

Doctor of Education in Educational Administration, University of Southern California, Los Angeles, California 1993.

The quantitative research study focused on description and assessment of three self-esteem programs in use at three different school sites.

The programs studied were Reasoner's Building Self- Esteem, Borba's Esteem Builders, and Mc Daniel and Bielen's Project Self-Esteem. Six classrooms with a total of 114 students served as the experimental group and three additional classrooms consisting of 79 students served as the control group. Results of this study did not indicate that self-esteem can be raised significantly using a deliberate program.

Master of Education Degree in Early Childhood Education, California State University Long Beach, Long Beach, California 1982.

Bachelor of Arts Degree in English, California Lutheran University, Thousand Oaks, California, 1974.

## **CREDENTIALS**

State of California:

Standard Elementary K-9 (Life)

Single-Subjects - English K-12 (Life)

Community College – Nursery School/Pre-school Ed. & Language  
Arts/Literature (Life)

Administrative Services Credential

Clear Cross-Cultural, Language and Academic Development  
Certificate (CLAD)

## **PROFESSIONAL ORGANIZATION MEMBERSHIPS**

Association of California School Administrators  
Association for Supervision and Curriculum Development  
Phi Delta Kappa Professional Fraternity in Education  
National Association of University Women  
National Association for the Advancement of Colored People

## **EDUCATION RELATED WORK EXPERIENCE**

*Long Beach Unified School District*

*Long Beach, California*

*California Academy of Mathematics and Science*

Human Resource Services 2014-present Interviews teacher and counselor applicants

Leadership Coach 2013-present (ACSA) Supervise School Administrators

High School Principal California Academy of Mathematics and Science 2007- 2013

High School Assistant Principal California Academy of Mathematics and Science 2000-2007

CSUDH University Liaison, Building/Facilities and Construction Supervision, Standardized Test Data/Departmental Goals Organization & Supervision, Staff Evaluation, Campus Supervision, Staff Interviews, Student Discipline, Staff Development, & Parent Involvement

*Pepperdine University*

*West Los Angeles and Encino Campus*

Adjunct in Masters of Arts Teaching Program 2015-present

### **MATP 664 Language Arts: Multiple Literacies in the Elementary Classroom**

Language Arts Methods focuses on literacy development across the elementary curriculum in order to meet the diverse needs of all students. Emphasis is placed on multiple literacies and content informational learning particularly as it is supported by literature, media literacy and writing.

### **MAED 620 Learning Theory**

Learning Theory emphasizes connections between theoretical principles, concepts, research findings, and applications in settings where teaching and learning occur. Components of psychology, human development, and instructional technology that have contributed to the expansion of education as an academic discipline. Specific issues regarding constructivism, situated cognition, implicit theories, brain development, apprenticeships, peer collaboration, distance education, and e-learning is the focus.

### **MATP 671 Multiple Subjects Developing Teaching Methods**

This elementary methodology course addresses the planning and developing of Integrated content-specific instruction consistent with state adopted content frameworks, Common Core State Standards (CCSS), and Next Generation Science Standards

(NGSS). Emphasis is placed on differentiating instruction for all students in each of the content areas.

*California State University Dominguez Hills  
Carson, California*

**Instructor Educational Administration Department** 2010-2015

**Educational Administration 555 Ethics and Educational Leadership**

Prepares candidates to practice and model a personal professional code of ethics, the rights and confidentiality of all students, staff and families.

**Educational Administration 556 Political, Social, Economic, Legal and Cultural Leadership**

Prepares candidates to administer political, societal, economic, legal and cultural influences in urban and diverse schools.

**Instructor Department of Teacher Education** 1998 - 2013

**Teacher Education 402 Educational Psychology**

This course explores the psychology of learning and motivation related to instruction. Emphasis is placed on the application of learning principles to classroom situations.

**Teacher Education 415 Multicultural Perspectives for Teachers**

Prepares teachers for multicultural classroom environments and the utilization of appropriate materials and methods of instruction.

**Teacher Education 467 English Methods**

Provides teachers with knowledge, understanding, and experience in models of teaching and learning, all facets of lesson planning, and instructional language arts methodology in the secondary schools.

*California State University Long Beach  
Long Beach, California*

**Assistant Professor in the Departments of Educational Psychology & Administration  
Department of Teacher Education** 1994 -2001 & 2016 – present

**Education Elementary 482 Student Teaching in Diverse Classrooms**

Student teaching for an 8-week assignment in diverse public schools; weekly seminar. Credit/No Credit; equivalent of "A" or "B" for credit. Students must complete two sections of EDEL 482, concurrently or consecutively, to meet student teaching requirements.

**Education Elementary 413 Developmentally Appropriate Teaching Practices**

Research Based theories and principals of development, learning, and motivation: developmentally appropriate teaching practice; subject specific pedagogy in health and physical education.

**Education Elementary 431 Cultural and Linguistic Diversity in Schools**

Multicultural Education, including concepts of culture, educational equity, social justice, multiple forms of diversity, and anti-bias/anti-racist curriculum. Models of English language acquisition, bilingual education theory, and instructional accommodation for diverse students.

**Education Elementary 380 Teaching and Learning in a Democratic Society**

Professional, historical, social, philosophical, legal, and political concepts and issues related to K-8 education in contemporary society. 45 hours structured fieldwork in approved elementary, self-contained classroom required.

**Education Elementary 300 Cultural Linguistic Diversity in Schools**

Future elementary school teachers will study schools and write a reflective paper using a critical/pragmatic lens examining differentiated curriculum, instruction, and multiple assessment methods for diverse student populations during their 40 hours of school-based field experience.

**Educational Psychology 301 Child Development**

Physical, mental, emotional, and social growth and development of the child with emphasis on the learning process.

**Education Secondary 435 U.S. Secondary Schools Intercultural Education**

Critical reflection on problems, issues, and questions of multicultural education in a pluralistic society: philosophy, history, and sociology of education; the curriculum and student population in the United States secondary school; and current controversies in education.

**Education Secondary 436 Learning and Instruction in a Multicultural Setting**

Explores theories of learning, curriculum design, and development, assessment and evaluation of student progress, classroom management and discipline, and problems of the adolescent, within a multicultural setting.

**Occupational Studies 502 Administrative Leadership in Occupational Education**

Concepts and techniques of personal and professional administrative leadership, and the evaluation of the various concepts of administration, management, and leadership.

**Graduate Studies 523 Leadership, Advocacy and Supervision of Early Childhood Programs**

Discussion and analysis of types of ECE programs, program development and implementation, different management approaches and leadership styles. Analysis of position statements and state documents pertaining to ECE programs. Emphasis of the promotion of professionalism, the change process, and advocacy for young children and their families.

**Education Elementary 422 Curriculum for Young Children**

Theory and practice related to the education of preschool and kindergarten children. Emphasis

on theoretical constructs of developmentally appropriate curriculum, child-initiated learning, emergent curriculum, and the value of play.

*Long Beach City College*  
*Long Beach, California*

Instructor in English as a Second Language Classes 1986-1991

Taught English to second language learners from beginning levels to regular college credit courses

*Brooks College*  
*Long Beach, California*

Instructor in English as a Second Language Classes to Japanese Exchange Students 1989

Taught English to high school Japanese exchange students

*Inglewood Unified School District*  
*Inglewood, California*

Elementary Assistant Principal 1994-1996

Supervised staff members, administered the school program, coordinated the standardized test administration of the school site, conducted staff meetings/staff development, supervised the discipline of students and school safety

*Long Beach Unified School District*  
*Long Beach, California*

Title I Program Facilitator 1992-94/1996-97

Supervised college aides, review and administer state/federal budgets/payroll, monitor school plan and coordinate student - free staff development days

Elementary and Secondary Teacher 1979-1992, 1997-2000

Taught elementary and secondary grades to include kindergarten through adult school, instructed high school English, U.S. History, ESL, and Career Guidance. Developed Reading and Language Arts Curriculum Guides, supervised as a club sponsor and trained classroom teacher aide

*Compton Unified School District  
Compton, California*

Elementary and Secondary Teacher 1977-1979

Taught elementary grades and junior high school reading development

*St. Paul's Lutheran School  
Lynwood, California*

Elementary Teacher 1974-1977

Served as an elementary school teacher in a self-contained classroom

**RELATED PROFESSIONAL EXPERIENCES**

WASC Accreditation Review Team, 2001, 2002, 2005, 2008 & 2017-2018

UCLA Undergraduate Admissions Application Reader 2007 - 2012

WASC University Accreditation Review Leadership Committee, 2002 - 2004

California School Leadership Academy, Los Angeles County Office of Education,  
1995 - 1998.

Curriculum and Instructional Leaders Academy, Association of California School  
Administrators, 1996.

Cultural Arts Study Committee School District Representative, Selected by the Inglewood  
Unified School District Superintendent, 1996.

District Strategic Planning Team, Inglewood Unified School District, 1995.

UCLA Colloquium for New and Aspiring Principals, Association of California School  
Administrators, 1995.

**PROFESSIONAL LEADERSHIP AND AWARDS**

National Association of University Women, West Coast Cities Branch  
Woman of the Year Award, 2021

General Consultant for Cogdel Education Group Chengdu, China & Arcadia, CA 2016-present  
Initiated Collaboration with Pepperdine University and Cogdel  
<http://cogdelusa.com/cogdel-usa-opens-its-los-angeles-branch-office-on-august-31-2017>

## **PROFESSIONAL LEADERSHIP AND AWARDS (continued)**

Member of California State University Long Beach Dissertation Committee Ed. Leadership, 2019

Member of USC Doctoral Dissertation Committee School of Education, 2005, 2017

Member of Pepperdine Doctoral Dissertation Committee, 1996

Top Ladies of Distinction, Inc. Community Partnership Award, 2014

Association of California School Administrators Region XIV Executive Board, Member Services Representative, 2006-2009 (three-year term), Legislative Policy 2011-2013

NAACP Long Beach Branch Zelma A. Lipscomb Community Service Award, 2011.

Association of California School Administrators – Administrator of the Year Region XIV, 2010.

National Association of University Women Community Service Award, 2010.

USC Phi Delta Kappa Board, Research Representative, 1999 - 2000.

Member of Doctoral Dissertation Committee, Pepperdine University School of Education, 1996.

Awarded Educator of the Year Phi Delta Kappa, Beta Phi Chapter, 1996

Selected and participated in the California State University Doctoral Incentive Program for Minorities and Women, 1988 - 1990.

Mentor Teacher Long Beach Unified School District - facilitated teacher workshops, lesson design, and coaching of teachers, 1987-89.

## **PUBLICATIONS**

Filer, J. (2017). *Problem-Based Learning Innovation in High School Stem Programs*. HICE Conference. Honolulu, Hawaii.

Filer, J. (2017) *Analysis of K-12 Education in China and Cuba*. ELLTA Conference. Bangkok, Thailand.

Filer, J. (1997). *The Comer Process: A Success Story*. CSULB Conference on International Strategies and Targets for Socio-Economic Development: An Anti-Poverty Agenda. Long Beach, California.

Filer, J. and others (1996). *Cultural Arts Master Plan*. City of Inglewood, Dept. of Recreation and Community Service. Inglewood, California.

Filer, J. and others (1996). *Multicultural Source Book for Higher Education Curriculum Film and Video Review*. CSU Long Beach and CSU Hayward.

Filer, J. (1993). *Evaluation of Elementary School Self-Esteem Programs for At - Risk Students*. Dissertation. Abstract available through Dissertation Abstracts(c) 1994 University Microfilms, Inc. University of Southern California.

Filer, J. and others (1988). *Reading Development: A Guide to Teaching Reading*. Long Beach Unified School District. Long Beach, California.

## **PRESENTATIONS AND STAFF DEVELOPMENT WORKSHOPS**

ELLTA Conference: Perspectives on Leadership, Learning and Social Enterprise in Asia  
*An Analysis of K-12 Education in China and Cuba*, Bangkok, Thailand, 2017

Cogdel International Schools Conference, *Lesson Planning, Project-Based Learning & Argument Writing*, Chengdu & Beijing, China, 2017

Hawaii International Education Conference, *High School STEM Programs and Problem Based Learning Innovation*. Honolulu, 2017.

STEM Symposium, *Project Based Learning for Administrators*. California State University Los Angeles, 2013.

California League of High Schools Conference. *Literacy Strategies for Diverse Learners*. Monterey, California. 2010.

Gifted and Exceptional Students, Annual Conference. *Bloom Where You are Planted*. Seattle, Washington. 2009.

International Reading Association, Annual Conference. *Making the Reading/Writing/Thinking Connection: A Differentiated Instruction Model*. Chicago, Illinois. 2006.

CSULB Conference on International Strategies and Targets for Socio-Economic Development: An Anti-Poverty Agenda. *The Comer Process: Clara Barton Elementary School*. Long Beach, California. 1997.

The State of African American Education Conference. *The Comer Process: Clara Barton Elementary School*. Manhattan Beach, California. 1996.

Inglewood Parent and Community Conference. *We Can Work It Out - Conflict Resolution*. Culver City, California. 1995.