

# NICHOLAS S. MEIER, PhD

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## EDUCATION

**Doctor of Education**, Administration and Policy Analysis, Stanford University, Stanford, California, 2006

**Master of Arts**, Educational Leadership, San José State University, San Jose, California, 1998

**Multiple Subjects Teaching Credential with Bilingual Certificate of Competency** (Spanish), 1985

**Bachelor of Arts**, Psychology, University of California, Santa Cruz, California, 1984

## PROFESSIONAL PROFILE

Progressive bilingual educator with a wide breadth of experience in K-12 and higher education settings.

- Taught for fourteen years: as a bilingual elementary teacher in Hollister, Oakland, Salinas, and Title VII bilingual resource teacher in San Jose, California.
- Have taught twenty different education courses, in multiple subject (elementary), single subject (secondary), Masters, and EdD programs, including courses on learning theory, diverse learners, multicultural education, research methods and technology in education. Have taught in face-to-face, blended, and fully online modes.
- Advised and guided dozens of teacher candidates and teachers, including supervising teacher credential candidates and helping them through the process, serving primarily in schools serving low-income minority students.
- Published and presented research on Preparing Pre-Service Teachers to Work with English Language Learners, Literacy, and, technology in Education, among other topics.

## PROFESSIONAL EXPERIENCE

**UNIVERSITY OF CALIFORNIA, Santa Cruz, CA**

**July 2017–Present**

**Adjunct Lecturer, Education**

Teaching *Child and Adolescent Development* sections for Multiple and Single Subject candidates.

**BRANDMAN UNIVERSITY, Monterey, CA**

**Adjunct Professor, Education**

**2013-present**

Teach various courses in the credential and masters program, using a blended (half face-to-face, half online) and full online model. Courses include *Seminar in Learning Theory*, *Content-Based Instruction for Linguistic Minority Children*, *Research & Evaluation Methods*, and *Democracy, Education and Social Change*.

**CALIFORNIA STATE UNIVERSITY, MONTEREY BAY, Seaside, CA**

**Assistant Professor, Teacher Education**

**2005-2012**

Taught in Multiple Subjects credential program, Single Subject credential program, Masters in Education program, and EdD program. Developed and adapted course syllabi, lectures, materials and assessments. Advised Masters students in developing and conducting action research and writing theses. Provided academic advising for credential candidates.

Implemented and used co-teaching model and acted as University liaison with placement school sites as part of the EdVision grant. Field supervised teacher credential candidates Provide support and training on co-teaching model. Used interactive web-based course management system as part of teaching.

Served as faculty representative on the Academic Senate and Chair of the Educational Planning and Policy Committee. Facilitated and co-wrote the draft of Standard 2: Assessment Systems for NCATE review. Engaged in ongoing research, including research on program effectiveness with teacher candidates to work with second language learners; use of computers in local schools; alumni and parent perspectives on progressive charter school.

- Taught courses on: *Pedagogy for Culturally and Linguistically Diverse Students*; *Teaching and Learning Theory*; *Multicultural Education*; *Research Methods*; *Technology in Education*, among others.

- Served as faculty advisor to Masters students doing teacher action research on topics such as Instructional Conversation, Literature Circles, Motivation, and Students Perspectives on Inclusive Settings, among others. The majority of these candidates work in schools that serve predominantly second language learners.
- Coached and supervised teacher candidate cohort as part of a new co-teaching model. Facilitated the integration of teacher candidates as professionals in the classroom and school. Candidates felt they played a more integrated role and were and treated as co-professionals. Most candidates work in schools serving predominantly second language learners, and some were becoming bilingual teachers.
- Conducted action research on the effectiveness of preparing teacher candidates to work with second language learners. As a result, changes were made in curriculum and instruction that addressed program weaknesses. Also conducted research on use of technology in area schools.

**SAN JOSE STATE UNIVERSITY, San Jose, CA**  
**Lecturer, Department of Elementary Education**

**1999-2005**

Taught five different courses in Multiple Subjects credential program, including course on *Dual Language Instruction, Second Language Literacy, and Socio-Multicultural Foundations*; developed and adapted course syllabi, lectures, materials and assessments. Field Supervised teacher credential candidates. Developed and facilitated monthly professional development seminars for Cooperating Teachers, mentored student teachers. Developed materials for and used interactive website to enhance classroom learning.

**Campbell Union School District, Campbell, California**  
**Title VII Bilingual Resource Teacher**

**1997-2000**

Led professional development on second language instruction for teachers at four schools. Facilitated peer coaching, researched effective program models and teaching practices. Modeled effective teaching practices, developed curriculum and program assessment tools, and collected and analyzed data on program effectiveness for district and federal agencies. Organized and conducted meetings with parents, staff and teachers. Trained and calibrated SOLOM scorers.

- Acted as program liaison to four district schools working with the administration and staff to develop implementation of the program.
- Researched bilingual teaching resources; modeled curriculum and coached teachers in dual language pedagogy. Increased teacher competence for engaging students in second language acquisition.
- Marketed dual language program to English speaking parents and recruited enough participants to deliver program in multiple schools. Initial program enrolled K-3 students and was eventually expanded to include K-8 students.

**Alisal Union School District, Salinas, CA, Bilingual Elementary Teacher**

**1990-1997**

**Oakland Unified School District, Oakland, CA, Bilingual Elementary Teacher**

**1988-1990**

**Hollister School District, Hollister, CA, Bilingual Elementary Teacher**

**1986-1988**

Taught grades one through six as bilingual teacher. Often worked in multi-graded classrooms. Held leadership positions on committees and in union. Assisted with development and implementation of SB1274 "Restructuring" grant.

- Developed school-within-a-school proposal that led to a 5-year million dollar grant; this progressive, thematic teaching program focused on improving learning with an emphasis on academic literacy.
- Recruited teachers to participate in mini-school and facilitated the collaboration of faculty around curriculum development, peer coaching and family involvement. Resulting in school-wide sharing, learning environment that was active, social, and exciting, and created strong relationships with students and their parents.

## DOCTORAL RESEARCH EMPHASIS

### “Decision Making in School-Wide Professional Communities”

A qualitative in-depth study of two public schools serving low-income minority students that have built site-based teacher collaboration and decision-making into their structure and culture. This study examines how these two schools managed to create cultures that foster collaborative practices in the service of improving classroom instruction. (Linda Darling-Hammond, Advisor)

## RESEARCH EXPERIENCE

Assistant Professor, California State University Monterey Bay

2006-Present

### Topics include an examination of:

- Preparing pre-service teachers to work with second language learners with colleague, Dr. Serna
- Perspectives of Special Education teachers in regards to the No Child Left Behind Act
- The role of computer technology in public schools
- Perspectives of alumni of a small progressive charter school

## PUBLICATIONS

- (with Meier, D.) (2012). *Working to awaken: Implications for teaching from a social perspective*. In L. Denti & P. Whang (Eds.), *Rattling chains: Exploring social justice in education*. Rotterdam, The Netherlands: Sense Publishing.
- (2011). *Use of computer technology for instruction in public schools*. Paper presented at the Hawaii International Conference on Education. Oahu, HI.
- (2010). (with Carolina Serna). *Preparing pre-service teachers to work with English language learners*. Paper presented at the Hawaii International Conference on Education, Oahu, HI.
- (2009). Reading First. *Critical Literacy*, 3(2), 69-83.
- (2009). Review of the book *Coaching whole school change: Lessons in practice for a small high school*. *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentId=15631>
- (2007, November 1). Can computers free teachers to teach more creatively? *Monterey County Weekly*.
- (2003). *Eastside High School: Case study*. Stanford (web document): School Redesign Network.
- (2001). Peer writing response groups in a language minority classroom. *Teaching & Learning: The Journal of Natural Inquiry & Reflective Practice*, 16(1), 7-16.
- (1999). A fabric of half-truths: A response to Keith Baker on structured English immersion. *Phi Delta Kappan*, 80(9).

## PRESENTATIONS

Calling the Doves: A reading-writing strategy, Coalition of Essential Schools Fall Forum, Portland, ME, November, 2015

Authentic Assessment in a California Teaching Credential Program, Kyoto University, Japan. January, 2012

Use of Computer Technology for Instruction in Public Schools, Hawaii International Conference on Education. Oahu, HI. January 2011

Preparing Pre-Service Teachers to Work with English Language Learners (with Dr. Serna), Hawaii International Conference on Education. Oahu, HI. January 2010

The Importance of Play, Progressive Education Network Conference, Bethesda, MD. October 2009

Preparing Pre-Service Teachers to Work with English Language Learners (with Dr. Serna), CAFE Two-Way Conference, Monterey, CA. July 2009

Preparing Pre-Service Teachers to Work with English Language Learners (with Dr. Serna), University of Oregon Bilingual Conference, Eugene, OR. June 2009

Preparing Pre-Service Teachers to Work with English Language Learners (with Dr. Serna), CCTE Conference, San Jose, CA. March 2009

Preparing Pre-Service Teachers to Work with English Language Learners (with Dr. Serna), Faculty Scholarship and Creativity Showcase, CSU Monterey Bay, CA. March 2009

Use of Computer Technology for Instruction in Public Schools, Faculty Scholarship and Creativity Showcase, CSU Monterey Bay, CA. March 2009

Models of Teacher Action Research: *Work-in-Progress session*, North Dakota Study Group, Mundelein, IL. February 2009

A Sustainable Solution: The Comprehensive Teacher-Researcher Model, 29th Annual Ethnography in Education Research Forum (Panel), University of Pennsylvania, Philadelphia, PA. February, 2008

Bilingual Education and Progressive Education—The Intersection: Progressive Education Network, San Francisco, CA. October 2007

How to Protect Children in the Existing Schools? (with Deborah Meier): Eleventh Soloveychikovskie Reading, Moscow, Russia. September 2007

NCLB and Special Education Teachers: Professional Development Series, CSU Monterey Bay, CA. November 2006

Facilitator: Political Action. Progressive Education Network Conference, Saratoga, CA. October 2006

Co-Moderator: Challenge for Beginning Teachers. Tri-County ESL Symposium, Salinas, CA. September 2006

Critical Collegiality: Why Teachers Need to Learn to Disagree and Why a Democratic Public Should Care: AERA, San Francisco, CA. April 2006

Creating a Writer's Workshop: 2 day in-service, San Jose Unified School District, CA. June 1999

Developing Voice & Style for Second Language Learners: San Jose Unified School District, CA. April 1999

Developing Voice & Style for Second Language Learners: California Association of Bilingual Educators (CABE) Conference, Los Angeles, CA. March 1999

Scaffolding Writing Response Groups: Asilomar Reading Conference, Monterey, CA. March 1997 and March 1999

Writer's Workshop: Sanborn Elementary School, Salinas, CA. August 1997

Writer's Workshop: San Jose State Writing Project, CA. July 1997

Effective Literacy Centers: Sanchez Elementary Summer School in-service, Salinas, CA. June 1997

Writer's Workshop: Central California Writing Project, UC Santa Cruz, CA. January 1996

Writing in the Classroom: Hyde Elementary, Watsonville, CA. March 1995

#### **PROFESSIONAL AFFILIATIONS**

Member, American Educational Research Association (AERA)	2005 - Present
Member, California Association of Bilingual Education (CABE)	2005 - Present
Member, North Dakota Study Group (on Assessment and Evaluation)	1998 - Present
Member, California Faculty Association (CFA)	2005 - 2012

## COURSES TAUGHT

### **At University of California, Santa Cruz**

EDUC 213: Child and Adolescent Development (pending Summer 2017)

### **At Brandman University**

EDUU 528: Content-Based Instruction for Linguistic Minority Students (on-line)

EDUU 570: Voice, Diversity, Equity and Social Justice (on-line)

EDUU 600: Research and Evaluation Methods (Blended format)

EDUU 605: Democracy, Education and Social Change (Blended)

EDUU 606 Seminar in Learning Theory (Blended)

### **At California State University Monterey Bay:**

ED 607 Adolescent Development

ED 612: Pedagogy for Culturally and Linguistically Diverse Students

ED 611 Teaching and Learning

MAE 622: Qualitative Research

MAE 625: Literature Review Seminar

MAE 637: Multicultural Curriculum

MAE 638: Technology as a Tool for Creativity

MAE 644: Critical Social Foundations of Education

EDUC 247 (with UCSC): Perspectives on Learning, Teaching, and Using Literacy

### **At San Jose State University:**

EDEL 143A/B: Orientation to Student Teaching

EDEL 103 Socio-Multicultural Foundations of Education

EDEL 102 Psychological Foundations of Education

EDEL 225 Theory and Practice of Dual Language Instruction

EDTE 262 Classroom Issues in Second Language Development & Emergent Literacy