

Hawa Ghaus-Kelley, Ed.D.

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PROFESSOR • CURRICULUM DESIGNER • INSTRUCTIONAL CONSULTANT

Educational Leadership, Social Sciences Subject Matter Expert Curriculum Development, Teacher Effectiveness, PG&E, Online Pedagogy

Motivated and talented professional with progressive experience in instruction, development, and oversight of academic and digital programs, curricular pathways, policies, and initiatives to promote student growth, completion, and achievement in **learner-centered** environments. A passionate advocate for multicultural, inquiry-based, inclusive, and equitable educational practices, and student-centric, constructivist teaching practices with the expertise to **Mentor, Monitor, Model, and guide all learners toward completion**. Senior Educational Consultant with **interdisciplinary** and SME expertise in Social Sciences, Liberal Studies, and Humanities, with **advanced experience in Transformative and Inclusive Educational Leadership Practices, Digital Learning and online Pedagogy, Teacher Training, Coaching and assessments, Adult and veteran Education, Curriculum and Course Design, Student Engagement, and Instructional Technology**. Exceptional track record of research success with multiple publications and a doctorate in Educational Leadership. A dedicated educational leader, driven by challenge and committed to closing the opportunity gap by providing access for underserved populations and furthering standards of equity and excellence. **With over 26 years of domestic and international interdisciplinary experience in academia, serving in diverse public and private secondary education and higher education programs, working with national and state standards, school improvement, teacher effectiveness, instructional leadership, and curriculum development to advance and deliver innovative initiatives and student learning outcomes**. Successful in grassroots policy campaigns and global human rights advocacy, in the promotion of gender equity and education for women and children uprooted by war, persecution, and conflicts around the world. Bilingual in English and Farsi (Dari).

Core competencies include:

- Administrator & Department Chair Leadership
- K-12 Teacher Training, California Content Standards, Common Core State Standards
- Subject Matter Expert: Social Sciences, Humanities, Educational Leadership and Policy Studies
- Certified in Designing Learner-Centered and Equitable Courses (ACUE)
- University Field Supervision High School History/SS Teachers - Observation, Assessment, and Feedback
- PG&E Training
- Constructivist, Multicultural Teaching Practices
- Curriculum Design & Course Development Expertise
- Instructional Leadership in Inclusive Education, Diversity & Equitable C&I Practices
- Competency-Based, Student-Centered Teaching & Learning Best Practices
- Graduate Professor; Thesis Advisor, Adult Pedagogy

Consulting services include:

- Founder, LML Consulting
- Curriculum Review, Design & Implementation
- Faculty Onboarding, PG&E & Mentor Training
- Engaging Teaching & Learning PD Training
- Workload, Staff/Faculty Feedback & Retention
- EdTech Trainings & Digital Program Initiation
- Online/Blended Faculty/Staff PD Training
- Course & Module Design
- International TQM; Train-the-Trainer Model
- Teacher Assessments Stanford edTPA & PACT Regional and National Evaluation
- Philosophy, Mission & Vision Setting
- Change Management & Strategic Planning
- Regulatory & Standards Compliance
- Gender Equity & Empowerment, Diversity & Leadership Training Best Practices
- Digital, Blended Learning Instructional Specialist

	EDUCATION & CREDENTIALS	
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Doctor of Education; Educational Leadership – Urban & Higher Education Program

8/19/2014 with Honors: California State University — Northridge, CA

Master of Arts in Liberal Studies; Humanities & Social Sciences – Interdisciplinary Programs

9/28/1998: New York University — New York, NY

Bachelor of Arts in Political Science – Domestic & International Programs

12/15/1995 with Honors: University of North Florida — Jacksonville, FL

Credentials & Certificated Expertise

California Commission on Teacher Credentialing:

Certificate of Eligibility Administrative Services Credential Doc# 101268140

Clear Single Subject Professional Teaching Credential, Authorization K-12 Social Sciences Doc# 190006217

Supplementary Authorization K-12 Computer Concepts and Applications in Instruction

BCLAD, English Learner, and TESOL Authorization

Microsoft Innovative Educator Trainer

Certificate in Designing Learner-Centered and Equitable Courses**Association of College and University Educators (2026)**

ACUE's certificate, endorsed by the American Council on Education, is awarded to faculty members who have completed the Course in Designing Learner-Centered and Equitable Courses.

Addresses

evidence-based teaching practices that increase student engagement, retention, and performance.

Topics include: Designing an Effective Course • Establishing a Productive Learning Environment • Using Active Learning Strategies • Promoting Higher Order Thinking • Assessing to Inform Instruction and Promote Learning

National Awards**Recipient of prestigious White House Gender Equity & Women's Rights Awards:** Presented by President Bill Clinton, 1999

and President George W. Bush, 2000

Academic Honors**Awarded Excellence in Teaching, March 2024**, Nominated 2026, National University

Pi Lambda Theta Honor Society Member – National and International Delta Kappa Chapters Ed.D. &

M.A. Summa Cum Laude – Political Science B.A.

Affiliations

American Association of Colleges for Teacher Education (AACT)

American Council on Education (ACE)

Association of College and University Educators (ACUE)

American Education Research Association (AERA)

Association for the Study of Higher Education (ASHE) | Amnesty International

Association for Supervision and Curriculum Development (ASCD) | Asia Society

California Council for the Social Studies | E-Learning Special Interest Group (el SIG) | Google Educators

International Association for K-12 Online Learning (iNACOL) | Microsoft Educators

National Association of Independent Schools (NAIS) | Pi Lambda Theta Professional Association in

Education | Teacher Education Council (TEC)

PROFESSIONAL EXPERIENCE

HIGHER EDUCATION: ADMINISTRATION AND INSTRUCTION

NATIONAL UNIVERSITY SYSTEM (2004 to Present)

Core Program Faculty, Part-time Professor, SME - Online & Hybrid (2014 to Present)

National University School of Arts, Letters, and Sciences (SOALS)

Department of Arts & Humanities, Lead faculty for General Educational Studies Program; Department of Social Sciences
Instruct and update courses in the General Education Studies Program track, including General Studies, Capstone Course, Democracy in the Information Age, Methods of Research: Social and Political Inquiry, Cultural Diversity, Politics of Social Movements, and Introduction to Politics, in the classroom, blended, and online settings. Participate in task forces to update courses, participate in program reviews, Curriculum and Assessment Committees, and create effective instruction that aligns with curriculum, integrates current and emerging instructional delivery, and engages all types of adult learners.

Selected accomplishments: Awarded Excellence in Teaching, March 2024, nominated March 2025, for the School of Arts, Letters, and Sciences (SOALS)

- Courses: **Capstone Course, Methods of Research, Social & Political Inquiry**, which is a study of qualitative and quantitative research designs and methods, including observation, interviews, surveys, primary and secondary data analysis, and experimentation.
- SME, Developed Curriculum & Piloted Course: **Introduction to General Studies**, focuses on the integration of knowledge across various disciplines, essential to a critical and interdisciplinary approach, with an emphasis on the interconnectedness of different fields of knowledge, central to a broad, critical, and holistic view of education.
- Course: **Cultural Diversity, which examines race, class, gender, and ethnicity in 20th-century American society.** Introduces students to methods for studying the changing nature of society and explores ways in which our increasingly urbanized and technological culture affects all aspects of work.
- Course: **Politics of Social Movements**, an introduction to social movements and political actions, covering several theoretical perspectives on understanding and analyzing social movements in recent global history from origins to their demise, a global survey of the processes of social and political awareness, mobilization, and development of movements.
- Course: **Democracy in the Information Age:** A critical examination of the media and power in modern democracies. Covers theories of democratic participation and media responsibility, as measured against contemporary practices around the world. Explores effects of television news, popular access to video and electronic technologies, and global electronic networks on contemporary political and cultural discourse.
- Course: **Representation in the Media:** This class explores how popular media represent our diverse and dynamic culture. The course focuses particularly on images and narratives of race and gender on television, the movies, and popular culture. It also examines the cultural forces that influence how much such representations are produced and perceived, their political and behavioral consequences, and various methods for analyzing and critiquing popular culture. See Course-at-a-Glance under student/course resources.

Subject Matter Expert, Curriculum Developer & Adjunct Professor (2019 - Present)

National University Systems Online for JFK University Online, North Central University (NCU), Academic Operations

Instruct one-on-one, competency-based online courses for adult and veteran learners by creating customized learning experiences and using student-centric teaching pedagogy in the General Education and Leadership Programs. Serve as Subject Matter Expert and curriculum developer as needed within these programs. Courses include but are not limited to:

HUM-3010 v1: Applied Ethics (5227704251) - HUM-3010
 SOC-2010 v1: Introduction to Sociology (5227704251) - SOC-2010
 HUM-1020 v1: American History (5227704251) - HUM-1020
 HUM-2010 v1: Philosophy (5227704251) - HUM-2010
 SOC-3010 v1: Global Civics (5227704251) - SOC-3010
 HUM-2020 v1: Computational and Critical Thinking (5227704251) - HUM-2020
 HUM-1010 v1: Human Diversity through Art (5227704251) - HUM-1010
 SOC-3020 v1: Social Justice (5227704251) - SOC-3020
 HUM-1020 v1: American History (9760185471) - HUM-1020
 All Things Curriculum - All Things Curriculum

Selected accomplishments:

- **SME, Developed Curriculum & Piloted POL242 Global Civics (General Ed):** The focus of the course objective was on the idea of global citizenship—the notion that we are all part of one global society. The course gave students a chance to learn about topics like human rights & security, gender equality, economic globalization, and global citizenship. It drew heavily on current events on our planet and was designed to place the student at the center of our ever-expanding international relationships and to establish the student as a global citizen.
- **LDR471 - Conflict Management (Leadership):** Examine the conflict cycle and investigate methods for escalating and de-escalating conflicts. In the second half of the course, students study conflict resolution strategies and examine how these strategies can be applied effectively to both personal and organizational, or workplace, conflicts.
- **LDR612 - Cross-Cultural Management (Leadership):** Discuss scenarios and trends, as well as policies and strategies, to enhance management in cross-cultural and cross-national settings. In addition to investigating techniques to effectively manage groups and organizations, the course also demonstrated ways to adapt global policies to the development of an organization's culture(s) and to increase the overall competitive advantages of the organization.

Faculty, Adjunct Professor (2008 to 2013)

Extended Learning Division, Online

Teacher Preparatory Education and Credentialing Program

A digital learning program that functioned as a textbook-free environment for **adult learners and teacher candidates**.

Selected accomplishments:

- Oversaw the direction of **teacher candidate students taking CSET California Subject Examinations for Teachers in Social Science** and History courses for the Single Subject Credentialing Program.
- **Provided coaching, feedback, and individualized support to candidates using instructional technology, competency-based, and digital learning online.**

HORIZONS UNIVERSITY

International Online Graduate Program Lead Professor, Thesis Advisor, and Curriculum Specialist (2010 to Present)

International Graduate Educational Programs, **Departments of Education & Department of Communication**

Teacher Preparatory Graduate Distance Learning Division – **Instruct competency-based doctoral and master-level graduate courses** within the Department of Education & Department of Communication for the **MA in International Education & MA in Cross-Cultural Communication**.

Full list of courses available upon request. Selected accomplishments:

- **Managing Lead Faculty for Programs: Multicultural Education & International Education Tracks:** Review candidate applications, update digital content, courses, and syllabi, and serve as SME.
- **Courses include Pedagogy & Methodologies in International Education, Curriculum & Instruction in International Education, Technology in International Education, Special Projects, Teaching Specializations, Research Methods in Comparative International Education, Cross-Cultural Communication, Ethnic Studies, Liberal Studies, Global/Political Issues, Virtual Communication, and Teaching Practicum.**
- **Master's in Education Thesis Professor & Advisor; Facilitate, coach, and provide feedback to teaching candidates and graduate international students online.**
- **Master's Courses include: Multicultural Education, Culture and Society, International Education, Entrepreneurship in International Education, Pedagogy & Methodologies in International & Cross-Cultural Education, Curriculum & Instruction in International Education, Technology in International Education, Special Projects, Teaching Specializations, Research Methods in Comparative International Education, Cross-Cultural Communication, Global/Political Issues, Virtual Communication, Teaching Practicum.**
- **Doctoral Courses include: PhD in International Leadership Program, PhD620 Leadership Theory:** actively introduces students to historical and contemporary theories, concepts, and **issues associated with leadership, with a focus on best practices in instructional leadership & curriculum development.** The course will investigate concepts related to traits, situational interaction, functions, behavior, power, vision & values, charisma, emotional intelligence, and others.

CALIFORNIA STATE UNIVERSITY SYSTEM (2015 to Present)

NORTHRIDGE (CSUN)

Adjunct Professor, Lecturer, University Field Supervisor (2015 to Present)

Michael D. Eisner College of Education

Department of Secondary | Department of Interdisciplinary Studies and Liberal Studies |

Department of Educational Leadership & Policy Studies

CSUN has one of the largest teacher preparation programs in California, designed to prepare teacher candidates and secondary teachers for advancement as master teachers, supervising teachers, subject matter teaching specialists, or department chairpersons.

The Department of Interdisciplinary Studies and Liberal Studies offers two distinct undergraduate degrees: a B.A. in Liberal Studies, which is a multidisciplinary multiple-subject teacher preparation degree; and a B.A. in Interdisciplinary Studies, which is an interdisciplinary degree that promotes the understanding of complex problems and global challenges that go beyond a single area of study.

- **Course: HUM 101: Forms and Ideas in Humanities** Introductory course provides instruction in the interdisciplinary analysis and interpretation of meaning in art, music and literature, and in the understanding of philosophical ideas in their own right and as they influence styles and themes in works of art music and literature, and in the understanding of philosophical ideas in their own right and as they influence styles and themes in works of art. Available for General Education, Area 3A Arts or Area 3B Humanities.

The Department of Secondary Education, University Field Supervisor - Middle and High School History/Social Sciences Teachers (2021 to Present). The University Supervisor has a major role in directing the education of teacher candidates, such as teachers, coaches, evaluators, and arbitrators, and is a direct link between the schools and CSUN. In this role, the University Supervisor:

Selected accomplishments:

- Stay in close touch with the **schools and districts, and interpret the policies and procedures** for student teaching.
- **Orient the Mentor Teacher** to the Single-Subject Credential Program Pathways, and identify the pathway of the current Teacher Candidates.
- Confer with Teacher Candidates regularly about their progress, strengths, and areas for improvement.
- **Provide resources and assistance;** aid Teacher Candidates in improving their professional decision-making abilities through **critical self-reflection and self-analysis; ask questions that lead Teacher Candidates to reflect on their performance, including inclusive pedagogy** and teaching decisions.
- **Review and monitor the lesson-plan** folder to ensure that the Candidate is preparing adequate daily lessons.
- **Carefully observe the Candidates' teaching during school visits and record lesson observations in GoReact software.**
- Prepare written notes for the Candidates with **extensive feedback about each observed lesson.**
- **Debrief each observed lesson** with the Candidates and share notes, which must also be submitted to the department.
- **Lead the development of an Assistance Plan for struggling Teacher Candidates.**
- **Recruit and instruct new Mentor Teachers** in collaboration with the Subject Coordinator.
- **Evaluate and Submit Midterm and Final Evaluations** for Teaching Candidates.
- **Understand California's Teacher Performance Expectations (TPEs) and teacher candidate assessment (edTPA)**
- Knowledge of and experience with **local, state, & national educational issues and trends across the K-12 pipeline**
- Commitment & understanding of the diverse academic, social, economic, cultural, & ethnic backgrounds of students.
- **Pedagogical experience with hybrid or online teaching strategies**

The Master of Arts in Education program in Curriculum and Instruction with a specialization in Secondary Education is designed to prepare for advancement as a master teacher, subject matter teaching specialist, or department chairperson. Selected accomplishments:

- Provided individualized feedback & support to credentialed, graduate teacher candidates to develop as professional educators who demonstrate reflective practice, theoretical understanding, research skills, educational awareness, and instructional leadership.
- **Course: Directed Comprehensive Studies:** designed to assist graduate students in gaining a deeper understanding of educational issues and a greater familiarity with significant writings in education, refine skills in the analysis of educational literature and in articulating ideas through written work by researching and producing scholarly work to develop the capacity to serve as educational leaders.
- **Course: Research Methods in Secondary Education:** designed to provide opportunities to analyze educational research critically and address types of research, including the teacher as researcher, planning a research study, and collecting, analyzing, and presenting data.

Teach Equity and Diversity in Schools, a General Education core course with a focus on instructional leadership, history, national politics, and culture of specific ethnic experiences, while making a comparative analysis with multiple ethnic groups.

Selected accomplishments:

- Engage education and teacher preparatory candidates to **examine, critique & reflect on their personal biases** regarding children of color, and develop strategies towards **integrating best practices in instructional, inclusion, equity, and multicultural educational practices into their own classroom, curriculum, and lesson planning.**
- Prepare secondary and elementary **teacher candidates to examine educational equity, diversity,** and the implementation of curriculum content and school practice for elementary and secondary students.

DOMINGUEZ HILLS (CSUDH)

Administrator - Coordinator of Performance Assessment for California Teachers Programs (PACT) (2017 to 2018)

College of Education, Teacher Preparation Programs

Brought major decisions to the Dean of the College, with a responsibility to plan, manage, analyze, and administer PACT in the multiple and single subject programs in the College of Education, and assisted Departments in transition to edTPA.

Selected accomplishments:

- As the Department's Academic Program Coordinator, I managed the budget and oversaw the daily direction of recruitment and onboarding of subject matter faculty, instructors, and scorers. Assigned qualified scorers to the Teaching Event assessments and portfolios, and tracked the progress of all teaching candidates and student performance.
- Provided feedback and coaching to teacher candidates on TPAs and reflective and effective teaching practices.
- Organized the collection of scorer data and synthesized performance data analysis for the program.

NORTHRIDGE (CSUN)

Academic Administrator - Coordinator of Secondary Teacher Preparatory & PACT Programs (2015 to 2017)

Adjunct Graduate Professor, Lecturer (2015 to Present)

MA and Teacher Preparatory Programs

Michael D. Eisner College of Education | Department of Secondary Education

The Master of Arts in Education program in Curriculum and Instruction with a specialization in Secondary Education is designed to prepare for advancement as a master teacher, subject matter teaching specialist, or department chairperson.

Selected accomplishments:

- Provided individualized feedback & support to credentialed, **graduate teacher candidates to develop as professional educators who demonstrate reflective practice, theoretical understanding, research skills, educational awareness, and instructional leadership.**
- Course: **Directed Comprehensive Studies:** designed to assist graduate students in gaining a deeper understanding of educational issues and a greater familiarity with significant writings in education, refine skills in the analysis of educational literature, and articulate ideas through written work by researching and producing scholarly work to develop the capacity to serve as educational leaders.
- Course: **Research Methods in Secondary Education:** designed to provide opportunities to analyze educational research critically and address types of research, including the teacher as researcher, planning a research study, and collecting, analyzing, and presenting data.

Administrator of Student Teaching, Teacher Preparatory Programs Coordinator: Applied advanced managerial and organizational proficiency, with a responsibility to plan and coordinate the Teaching Preparatory Programs in the Department of Secondary Education. Brought major decisions to the Credential Curriculum and Assessment Committee, Credential Transition and edTPA Credentialing Transition Committee, and Student Teaching and Internship Coordinating Committee (STICC). Served on the Teacher Education Council (TEC), whose task was to consider issues related to teacher education, and also served on the California Commission on Teacher Credentialing Standards, California Standards for K-12 Education, Standards for the National Council for Accreditation of Teacher Education, and related professional associations.

Selected accomplishments:

- **Coordinated and supervised the management of data & official records of teacher candidates for the Department of Secondary Education;** led program & worked collaboratively with faculty, seminar leaders, and Field Supervisors.

- **Led Professional Development of University and public-school teachers**, such as Cooperating Teachers Workshops, University Field Supervisor Workshops, Faculty Groups, and Placement Coordinator Meetings, and organized major events - Outstanding Student Teacher Reception and student Teaching Orientation each semester.
- **Led meetings** of University Field Supervisors, Subject Matter Faculty, Seminar Leaders, Field Placement Coordinators, and Credential office; co-led **University Field Supervisory professional growth meetings**.
- **Coached and mentored beginning and preservice teachers**, providing undergraduate and graduate students with **additional classroom best practices and instructional leadership support**.
- Worked collaboratively with multiple stakeholders across multiple departments, outside organizations, secondary schools, and districts. Built professional relationships with area schools and districts.
- **Responsible for fieldwork assignments, class observations, coaching & feedback**, planned for adjustments in teaching assignments, and special permissions.
- **Led the development and approval of Teacher Assistance Plans, and PG&E Plans for struggling teachers, & managed final evaluations** and official grades of the teacher candidates across multiple subjects in the secondary program.
- Consulted about the withdrawal, dismissal, or grievance of any teacher candidate.
- Developed the Department's annual calendars for Student Teaching and Performance Assessment event-related procedures for the Department.

Academic Administrator - Coordinator of Performance Assessment for California Teachers (PACT) Programs: Brought major decisions to the Secondary Department and Credential Curriculum and Assessment Committee, **helped with transitioning the Department to EdTPA, member of Credentialing Transition Committee & Team**, and the Student Teaching and Internship Coordinating Committee, with a responsibility to plan and manage PACT in the single-subject programs.

Selected accomplishments:

- **Oversaw the daily direction of recruitment, onboarding, and training of new subject matter faculty, instructors, and scorers.** Assigned qualified scorers to the Teaching Event assessments and portfolios.
- Organized the **collection of scorer data and PACT scorer budget; synthesized performance data**, and tracked the progress of all teaching candidates in various subjects, programs, and pathways, while working with multiple stakeholders.
- Directed the mediation meetings with failing **teacher candidates and provided additional classroom support, mentoring, feedback, and coaching on best practices in lesson planning, reflection, teaching, and learning pedagogy.**
- Provided support for Seminar Instructors and Leaders in the use and teaching of the TaskStream Online Teaching Evaluation Portfolio.
- **Served as PACT and edTPA scorer & Social Science Subject Matter Coach for teacher candidates.**

SECONDARY EDUCATION: ADMINISTRATION AND INSTRUCTION

THE AMERICAN SCHOOL IN SWITZERLAND (TASIS)

Professional Learning Coordinator

Educational Services Special Consultant & Global Service-Learning Program Instructor

(9/2018 to 06/2019 Sabbatical Year Abroad)

The American School in Switzerland (TASIS), a K-12 day and boarding school, is part of a family of international schools that welcomes young people from all nationalities to an educational community that fosters a passion for excellence along with mutual respect & understanding. Global Service Program transforms lives by providing every High School student with a unique opportunity to connect across borders – whether geographic, economic, or social – through comprehensive experiences that build empathy & encourage personal responsibility. The Program awakens students to humanitarian needs, inspires them to build enduring, mutually beneficial relationships, & leads them toward a life of active citizenship & committed service.

Selected accomplishments:

- **Served as Special Consultant** to the Headmaster. **Educational Services** included **Teaching, Learning, & Student Support** to the Middle and High School programs, faculty, and middle and high school students.
- **Reviewed, developed, and implemented curriculum for the program** and assisted with lesson plans to help ensure the service-learning curriculum was being followed in a diverse, international, and multicultural community. (Empathy/Context/Action/Reflection/Awareness/Continued Service).
- **Instructed 9th Grade Advisory Cohort.** Facilitated student planning and leadership, engaged in regular reflection; created a safe, communicative environment for all participants, encouraging cohesion and teamwork; nurtured leaders. Modeled Empathy and Volunteerism in interactions with students.

CALIFORNIA PACIFIC ACADEMIES: California Virtual Education Partners - Online Public Charter Schools**Lead Department Chair & Instructor - Social Sciences, History, and Technology Departments (2008 to 2013)**

AKA, Kaplan Academy of California, K-12, Los Angeles

Served as lead Department Chair for full-time teachers and adjunct faculty. **Coached new faculty and conducted PD for school and department, including Teacher Orientation Course**, which included Time Management, Organizational Change, and Best Practices in instructional leadership and equitable best practices in the classroom.

Selected accomplishments:

- **Assisted Head of School with Hiring Process: Interviewed, onboarded, observed, supervised, and monitored faculty** in best practices in the Mentor Program.
- **Instructed Digital Learning courses** from Advanced Placement to Foundation level in Economics, American Government, American History, World History, Geography, Technology Education, and Introduction to Digital Design, and Introduction to Online Learning.
- **Conducted traditional, blended, and distance Learning Professional Development** for all-school orientations, in-house assessments, California State standardized exams, multicultural training, new faculty support, and teacher PG&E - professional growth, development, and evaluation plans for multiple teams.
- **Served and presented initiatives to board members, developed strategic plans for student engagement** and retention towards effective teaching and learning practices; led school and community activities.

CALIFORNIA VIRTUAL ACADEMIES (K12 subsidiary)**Department Chair Lead- History and Social Sciences (2005 to 2008)**

Collaborated with Department Heads, Instructional Teachers, and Instructional Coordinators, in the f-2-f campus, & in a blended environment within the same school, and digitally, online with national Virtual High Schools.

Selected accomplishments:

- **Served as History and Social Science Content Lead and Chair to K-12 faculty**, working with Department Heads to formulate department-wide policies, mediating between staff and parents when necessary, point of contact on content-specific issues and concerns.
- **Advised on curriculum, curriculum guides, reviews, evaluations, and state standards alignment.**
- **Supervised & observed teacher courses, coached and supported teacher development; Lead instructor** for: World History, Modern World Studies, AP US History, AP American Government, and AP Economics.

NATIONAL UNIVERSITY Virtual High School (NUVHS) College Preparatory Division**Social Sciences Faculty & Instructional Designer, Editor (2004 to 2015)**

Taught, revised, edited, developed, and implemented curriculum and digital courses for online, private, Secondary Education College Prep program within the National University System. Developed & aligned school curriculum.

Selected accomplishments:

- **Developed a new curriculum and piloted Advanced Placement (AP) Macroeconomics digitally** - utilized the Understanding by Design (UbD) framework and Rigorous Curriculum Design (RCD) model.
- **Instructed/Revised/Edited Curriculum:** Introduction to Humanities, AP American Government, Economics, AP World History and Western Civilization, AP United States History, AP European History, Introduction to Sociology, and Introduction to Computer Literacy & Applications.

UNIVERSITY OF CALIFORNIA, College Preparatory Program (UCCP)**UCCP Public Schools Online, in conjunction with the University of California, Santa Cruz, & the University of California, Irvine****Master Teacher, Curriculum Designer & Mentor (2004 to 2007)**

Designated Master Teacher of Social Science Curriculum. Point of contact for outside school curriculum inquiries as Instructional Team Advocate.

Selected accomplishments:

- **Instructional PD Mentor and Master Teacher for Digital Learning programs: regional, blended, online locations.**
- Successfully researched, wrote, and published: *A Report on the Current Discourse, Impact, and Future Trends of Computer-Based Technology and Online Instruction in Secondary and Higher Education* & http://ocw.uci.edu/upload/files/best_practices_for_online_facilitation.pdf

- Curriculum and Digital Courses included Advanced Placement and College Prep American Government and Politics, Civics, AP, and College Prep US History.
- **Curriculum and Digital Courses designed and developed:** Research Methods, Secondary Social Sciences courses: College Preparatory U.S. Government & Politics, College Preparatory United States History, World History – **Courses are currently available for free to the public via Open Access:** <http://www.uccp.org> and <http://www.ucscout.org/>

William S. Hart School Public School District - CANYON HIGH SCHOOL
Teacher & Lead Course Developer, Social Studies & History Department (2001 to 2004)

Instructed Traditional courses: AP American Government, Modern World & Western Civilization, AP World History, Contemporary American Issues, and English. Adapted curriculum for resource-identified, ABID, and GATE-qualified students.

Selected accomplishments:

- **Recruited by District Digital Initiative Program to develop online curriculum, pilot & teach best practices in digital learning;** taught American Government and Economics courses for the school and district.
- **Coached and trained department faculty in best practices in instructional integration** for hybrid and online use.

SAINT PAUL HIGH SCHOOL: Private, Catholic, Co-ed
Teacher, English, Social Studies Departments (2000 -2001)

EDUCATIONAL SERVICES CONSULTING

Curriculum & Instruction/ Teacher Effectiveness, Coaching, PG&E/ PD Training

Learning, Management & Leadership Consulting Services – LML Group
Educational Services Consulting, Freelance
SENIOR EDUCATIONAL CONSULTANT (Founder, since 2002)

Private Consulting Business: Offer professional training and consultation services to meet the needs of organizations, districts, schools, and programs. Contract consultant in a variety of services, including **Comprehensive Program and Curriculum Review, Design, Evaluation, and Development. Provides Professional development of teachers, PG&E, and training; integration of Teaching and Learning best practices to include Instructional Technology & Digital Learning Design; Faculty Coaching, Support, & Training; Instructional Leadership Practices; and tailored professional development and delivery for in-house consultancy, in digital environments. Advanced experience designing and delivering teacher professional development, and facilitating Professional Learning Communities (PLCs).** Conduct faculty PG&E training, observation and feedback, instructional coaching, and lead professional development using various models, including Digital Design Best Practices, ETS, Charlotte Danielson and Kim Marshall's Teacher Evaluation Rubrics, Stanford PD Model & The Marzano Focused Teacher Evaluation Model. **In the application process as a Microsoft Education Training Partner.**

Selected accomplishments:

- **Strategic Planning & Curriculum Analysis** – Evaluate the client's Mission, Vision, and training needs. Lead full review, development, and implementation cycles cooperatively with stakeholders, including job and task analysis, **and develop culture-specific and engaging curriculum using multiple assessment instruments**, including course and student evaluations, interviews, focus groups, and document analysis. **Identify performance gaps to create learning objectives and instructor resources, and support services.**
- Develop interactive, instructor-led, adult learning resources, training materials, online courses, professional learning modules, digital, mobile learning, job aids, and other digital learning programs as defined by client needs. Design organizational and educational solutions and provide a range of concepts, including solution design thinking concepts and models for educational programs, private companies, and public-sector organizations, institutions of learning, civic groups, and arts and cultural organizations.
- **Professional Development, Training & Delivery** – Lead training on cultivating organizational culture, **staff/faculty retention, and leadership development.** Expertise in **staff development, teacher onboarding, and adult education practices.**
- **Deliver a variety of leadership and professional development topics** such as Time Management and Organizational Best Practices, Curriculum Design, Communication Skills, Performance Management, Customer Service, and Diversity in the workforce - through varied & mixed methods: E-learning course training, Learning modules, Platform/LMS engagement, Digital Learning, Focus Groups, Teaming Techniques.

- **Coaching, Organizational Advising** – Provide guidance, coaching, and manage effective faculty coaching, organizational planning, innovative initiatives, and **inclusive and multicultural instructional practices for faculty, teaching, and learning pedagogy to align with the organization’s vision and mission.**
- Partner with clients to develop effective **employee feedback loops**, identify career and **professional development objectives for staff, and cooperatively create a plan** to reach client objectives, including **multicultural organizational practices, assessing and advising on change management initiatives**, employee-employer, workplace, and corporate relations, enhancing employee performance, improving communication, and managing more effectively by providing solutions toward quality implementation monitoring (TQM).

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Special Consultant, Instructional Designer, Content Development, Faculty Reviewer

Office of Undergraduate Studies | Educational Policies Committee

Special Consultant, Nominated Faculty Reviewer for General Education Work Group (2024 to present)

Reviewer for Comparative Cultural Studies faculty courses and syllabi, reviewing faculty syllabi to determine if the GE SLOs are being met for courses for the Spring term.

Tseng College | Graduate, International, and Midcareer Extended Education (2016 to 2021)

Nominated among the faculty team to **provide design and curriculum development** of a new **Master’s Degree, MA in Solution Design and Innovation Leadership in Online, Digital, and Virtual Education** to prepare graduates to work as individuals to design educational solutions that make innovative and educationally effective use of educational modes through current and emerging educational technologies with significant educational potential.

Selected accomplishments:

- **Provide curriculum development and Instructional design of courses for the new Master's Program**, including EDUC 612: Design-Based Solutions for Education/Project Proposal, EDUC 614: Educational Entrepreneurship, EDUC 600: Educational Research Methods, and EDUC 698: Educational Projects Course.
- Mentor and prepare students to work in a cohort model to design solutions that make innovative and effective use of projects and educational models through the current and emerging technologies job market in LA and beyond.
- **Design scope, plans, and curricular sequence, develop and revise syllabi, projects, assessments, and various activities for learner engagement**, address custom requirements, specifically to proposed custom courses; **ability to establish objectives, identify problems, analyze data, and creatively deliver solutions using digital learning pedagogy.**
- Research information to complement existing curricular material and course content, including external.
- **Demonstrate the ability to work collaboratively on large-scale projects and adapt to new environments to meet new challenges. Consult with internal Team, external specialists, alignment specialists, and writers** to discuss Solution and Instructional Design standards of content, style, visuals, and content across units and lessons.
- **Incorporate feedback from the Dean, Program Heads, Curriculum Leads, and stakeholders to create an MA course product to fit the needs of the users.**
- Ensure sound ID principles of quality, consistency, and creativity to meet program standards and adhere to instructional principles defined by evidence-based practices and California State University, Tseng College style guidelines.
- **Draw on a growing body of scholarship and a growing number of new curricula/schools** at major American universities that **provide a provocative range of design thinking concepts and models:**
 - Chronicle of Higher Education: http://chronicle.com/article/Is-Design-Thinking-the-New/228779/?cid=at&utm_source=at&utm_medium=en and <http://www.core77.com>
 - Stanford University: <http://dschool.stanford.edu/> and <http://dschool.stanford.edu/classes/>
 - University of California, San Diego: <http://designlab.ucsd.edu/> and <http://designlab.ucsd.edu/#design-related-courses>
 - Northwestern University - several degrees offered: <http://www.design.northwestern.edu/>
 - University of Southern California: <http://iovine-young.usc.edu/>
 - The Understanding by Design® framework (UbD™ framework): http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

PEARSON

PEARSON HIGHER EDUCATION

edTPA National Scorer (2016 to 2018)

National Scorer for Teacher Candidates in History and Social Sciences for Teacher Performance Assessments,

Digital Learning Portfolio Scoring. edTPA is a performance-based, subject-specific assessment and support system used by **teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need from Day 1 in the classroom.** For each handbook field, the placement is a Pre-Kindergarten to 12th-grade classroom; edTPA is a subject-specific assessment that includes versions for 27 teaching fields. **The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA.**

CALIFORNIA STATE UNIVERSITY SYSTEM

Subject Matter Coach, Secondary Social Sciences (2014 to 2018)

Teacher Preparatory Programs, CSUN, CSUDH Campuses - Secondary Education Departments

Consultant - PACT Regional Assessor

Regional Scorer of Performance Assessment for California Teachers and edTPA

PEARSON

K-12 EDUCATION

Senior Educational Services Consultant (2013 to 2015)

Secondary Education Program - Los Angeles Unified School District – LAUSD

Responsible for delivering professional development, teacher coaching, instructional leadership, and technical assistance to districts and schools that have adopted CCSS and the Common Core System of Courses (CCSOC). This position required deep knowledge and extensive experience with digital learning and Common Core State Standards, standards-based school reform, and the ability to deliver **high-quality professional development** and site-based technical support to school personnel in textbook-free environments.

Selected accomplishments:

- **Delivered training, coaching, and technical assistance using digital learning to Senior Instructional Specialist capacity to Los Angeles Unified School District (LAUSD) School leaders, principals, and K-12 teachers to move implementation of the content, pedagogy, and technology** utilized in the CCSOC forward.
- **Supported and coached Humanities & Social Science teachers in multicultural, high-needs communities in various learning environments.**
- Conducted faculty PG&E training, observation and feedback, instructional coaching, and led professional development using various models.
- **Guided LAUSD teachers & administrators** on managing effective change management in the district and schools, in teaching and learning pedagogy, led training on faculty retention, and cultivated school culture.
- Planned and managed activities associated with the implementation of the Common Core System of Courses (CCSOC) Initiative and instructional leadership with a new curriculum pathway.
- Provided ongoing **instructional leadership and change management consultation during program implementation planning, training, and coaching services to faculty and staff.**

CHARTER COLLEGE

Online Program Teaching & Educational Services PD Consultant (2013 to 2014)

Distance Digital Learning Program – General Education & Humanities Department

Trained online General Education program teachers on best practices in instructional leadership and technology in facilitating courses in the virtual environment using instructional technology and digital learning pedagogy. Instructed various courses, including Online Instructional Pedagogy, Ethics in Education, Liberal Studies Freshman Seminar, Written and Oral Communications in General Education, and courses in the Humanities/Social Sciences Department.

Selected accomplishments:

- Developed course outlines, objectives, and evaluation mechanisms for the program and development.
- Prepared and provided instructional resources and lectures for programs and teacher PD training.

LEARNING EVERYWHERE®

Educational Services Consultant – Leadership Training, Learning and Development (since 2013 – as needed)

International Programs - International Gender Equity & Distance Learning Programs

National and International consulting expertise in **Curriculum Development and Design, Learning and Development, Gender Equity, and Women's Leadership training.** Trainer and consultant in Gender Equity Training, Empowerment Coaching, Curriculum Design, Learning and Development.

Selected accomplishments:

- **Instructional Design** – Consulted for the United States Agency for International Development (USAID): task order under the Promoting Gender Equality in National Priority Programs (PROMOTE) IQC.
- **Curriculum Developer and Trainer** – Consulted for the United States Agency for International Development (USAID) funded proposal: Programming Effectively Against Conflict and Extremism (PEACE) Indefinite Delivery/Indefinite Quantity Contract (IDIQ) and USAID funded Women's Leadership Development (WLD).

HORIZONS UNIVERSITY

Educational Services Consultant - (since 2010, as needed)

Provide educational consulting services and subject matter expertise to International University's Graduate Education Programs for MA and Doctoral distance learning programs, **online curriculum, course and content development, assessment, rubrics, data analytics, and online pedagogy for English Language international students.**

Selected accomplishments:

- Work extensively with the university **administrative team on evaluating curricular content** to ensure conformance with established University policies, practices, programs, and standards for English Language MA programs.
- **Employ curricular and instructional design best practices** in the development of digital design and online content, utilizing the Understanding by Design (UBD) framework.

UNIVERSITY OF CALIFORNIA

Course Designer and Secondary Education Instructional Coach (2004 to 2007)

College Preparatory (UCCP) – Distance Learning Program in conjunction with UC Santa Cruz, UC California, Irvine

Developed interactive, instructor-led, digitally designed, web-based secondary, **college prep curriculum and courses for online learning programs for UC subsidiaries. Master Teacher Trainer and instructional Coach to new secondary education Social Science faculty in onboarding, training, and online instructional best practices.**

Selected accomplishments:

- Curriculum and Courses designed and developed: Research Methods, Secondary Social Sciences courses: College Preparatory U.S. Government & Politics, College Preparatory United States History, World History – currently available through Open Access: <http://www.uccp.org> and <http://www.ucscout.org/>

WILLIAM S. HART SCHOOL DISTRICT

Digital and Online Initiatives Division Special Consultant: Social Sciences Services (2002 to 2004)

Developed a new digital curriculum and designed District-wide Social Sciences courses for secondary education for a public district. American Government course and Economics course for digital learning environments, online and blended formats. A textbook-free environment for the Hart District's online initiative is certified for use throughout a large school district.

Selected accomplishments:

- **Coached and trained department faculty** in instructional integration for hybrid and online use and designed instructional and course resources in transitions to online course pathways in the district's new initiative.
- Designed and developed instructional materials and resources, and presented Professional Development workshops for district personnel, administrators, and high school teachers.

OTHER PROFESSIONAL EXPERIENCE

INTERNATIONAL ADVOCACY, GENDER EQUITY, HUMAN RIGHTS CAREER

FEMINIST MAJORITY FOUNDATION

Campaign for Afghan Women & Girls (formerly The Campaign to Stop Gender Apartheid in Afghanistan)

Director & Global Associate (1999 to 2000)

Organized all aspects of the grassroots campaign; expanded and implemented international operations for gender equity, education, and human rights for women and girls located in Afghanistan and other LDCs. Researched and wrote foreign policy recommendations for the US Government and case study reports to the United Nations. Lobbied and liaised with stakeholders and partners, including government, civil society, and international and grassroots organizations. Led a three-week fact-finding research trip to Pakistan on the status of recent Afghan refugee arrivals, with a focus on women and children who fled from the Taliban-controlled areas of Afghanistan: Findings issued in UN Report March 2000: *Economic & Social Council, Commission on Human Rights*: E/CN.4/2000/33 <http://www.un.org/press/en/2000/20000317.hrcn979.doc.html> and <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G00/100/45/PDF/G0010045.pdf?OpenElement>. Served as an expert Witness for numerous law and immigration cases for refugee and asylum cases. Raised US funds and Congressional

Appropriation programs and developed the *Afghan Women's Scholarship Program* in conjunction with the US State Department. <http://feministmajority.org/afghan-women/>

RESPONSE INTERNATIONAL

Director of Southwest Asia Operations (1998 to 2000)

Networked and lobbied Congress, the United Nations, the State Department, and local community groups, and conducted firsthand field research. Reported and wrote local area political case study reports on cultural and operational assessments for CEO. Conducted program operations, evaluations, research, data collection, analysis of social and gender equality indicators, and reviews of global literature on aspects of the women, peace, and security agenda in the Southwest Asia region.

WOMEN'S COMMISSION FOR REFUGEE WOMEN AND CHILDREN – International Rescue Committee

Research Advocate and Assistant to the President (1997 to 1998)

Established short & long-range goals and objectives of multiple research timelines, with varying agendas on global reports on the impact of war, with a focus on peace and security in the lives of women and girl refugees. Supported the President as lead writer in draft reporting, provided full editing and proofreading of all documents, fact-checked, and provided knowledge on the impact of policies from a gender equality perspective. <https://www.womensrefugeecommission.org>

UNITED NATIONS, Permanent Mission to Afghanistan, New York

Research & Executive Assistant to Foreign Minister (1995- 1997)

Prepared analytical research reports for the Mission to the United Nations, US agencies, private firms, public offices, and media. Conducted and coordinated research and advocacy projects and case studies for the Mission. Coordinated programs and liaised for capacity-building projects of female employees working in Ministries and UN bodies.

PUBLICATIONS & PRESENTATIONS

Scholarly Publications

- [Forthcoming]: Ghaus-Kelley, H. (Summer 2026). Profiles in Leadership: Transformative Institutional Leadership Practices of Women College Leaders leading to Systemic Reform. *International Research in Higher Education*.
- [Forthcoming]: Ghaus-Kelley, H. (Summer/Fall 2026). Leadership Profiles: Critical learning moments of transformative educational technology leadership practices in online higher education. *Community College Journal of Research & Practice*.
- [Forthcoming]: Ghaus-Kelley, H. (Fall 2026). The Educational Leadership Best Practices of Effective Teacher Leaders. *Teaching and Teacher Education, An International Journal of Research and Studies*.
<https://www.sciencedirect.com/journal/teaching-and-teacher-education>.
- Ghaus-Kelley, H. (2018). Book Chapter "Written Assignments from Educational Leadership and Policy Studies (ELPS) 785, Applied Qualitative Inquiry II, at California State University, Northridge," in Written class assignment(s) from ELPS 785 Selection by Durdella, N. (January 2018) in *the textbook: Qualitative Dissertation Methodology: A Guide for Design and Procedures* (SAGE Publications).
- Ghaus-Kelley, H. (2018). Book Chapter "Exploring the Critical Learning Moments of Women Community College Executives: A Phenomenological Study of Transformative Educational Leadership Practices, Ghaus-Kelley, H., 2014: California State University, Northridge," in Dissertation Chapters Selection by Durdella, N. (January 2018) in *the textbook the "Work": Qualitative Dissertation Methodology: A Guide for Design and Procedures* (SAGE Publications).
- Ghaus-Kelley, H. and Durdella, N. (July 2017). Book Chapter "Understanding Critical Learning Moments of Women Executive Leaders as Transformative Educational Leadership Practices," in *Surviving Sexism in Academia: Strategies for Feminist Leadership* (Routledge).
<https://www.routledge.com/Surviving-Sexism-in-Academia-Strategies-for-Feminist-Leadership/Cole-Hassel/p/book/9781138696846>
- Ghaus-Kelley, H. (Summer 2016). E-Book "*Transformative Leadership Behaviors and Innovative Leadership Practices*". Horizons University Global Business Review (Horizons University Press).
- Ghaus-Kelley, H. (2014). *Exploring the critical learning moments of women community college executives: A phenomenological study of transformative educational leadership practices* (Order No. 3647780). Available from

ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (1641986870). Retrieved from <http://search.proquest.com/docview/1641986870?accountid=7285>

- Ghaus-Kelley, H. (2014). *Exploring the critical learning moments of women community college executives: A phenomenological study of transformative educational leadership practices* (ISBN 9781321419627). Source: MAI 54/02(E), Apr 2016. Publication No. 3647780. Available from PQDT Open Online repository of the Open Access Database. Retrieved from <http://pqdtopen.proquest.com/doc/1641986870.html?FMT=ABS>
- Ghaus-Kelley, H. (2014). Dissertation Study Research: *Exploring the critical learning moments of women community college executives: A phenomenological study of transformative educational leadership practices* (URI: <http://hdl.handle.net/10211.3/125329>). Available from ScholarWorks Open Access Repository: Electronic Thesis & Dissertation Database - Retrieved from <http://scholarworks.csun.edu/handle/10211.3/125329>
- Ghaus-Kelley, H. (2007). A Report on the current discourse, impact, and future trends of computer-based technology and online instruction in secondary & higher education. University of California College Prep (UCCP).
- UC College Prep (2006). *Report on the state of online learning in California – A look at current K12 policies and practices*. University of California College Prep (UCCP) research team contributor. Retrieved from http://www.k12hsn.org/files/research/Online_Learning/SOLC.pdf

Academic Presentations

- 4th Annual Women in Leadership Conference, Oct. 25-26, 2024: Panel Presentation: *Issues of Women in Leadership Roles in Diverse Settings*. National University, La Jolla, CA.
- EdTech Teacher Innovation Summit, San Diego: February 2-4, 2023: Panel contributor, *Online Pedagogy in Teaching Practices workshop*.
- MITA IV, February 2, 2019: Milan International Teacher Association: *Data-Driven Instructional Practices*: Panel presentation, Workshop 2; and *Research-Decide-Teach, Teaching through Inquiry*: Panel contributor, WKSP 2.
- National Staff Development Council, Arvada, CO: May 5-8, 2018: Ten Roles for Teacher Leaders: Panel presentation, Best Instructional Practices for Teachers and School-Based Coaches.
- ASCD, March 25–27, 2017: ASCD Empower 17: The Conference for Every Educator, Formerly Annual Conference: *Distributive Transformational Leadership Practices in Higher Education*: Panel Presentation, Transformational Leadership Session, Student and Practitioner Panel.
- EdTech Teacher Innovation Summit, San Diego: February 6-8, 2017: Panel contributor, *Leadership & Innovative Teaching Practices workshop*.
- AERA, summer 2016: Peer Reviewer for April 27 – March 1st, 2017 Submissions for Annual Meeting: Knowledge to Action *Achieving the Promise of Equal Educational Opportunity, Division A & C*.
- AERA, April 2016: Peer Reviewer for Annual Meeting: Public Scholarships to Educate Diverse Democracies.
- ASCD, Oct 30 – Nov 1st, 2015: Teaching and Learning Conference: Best Practices: Communication Skills of Executive Educational Leaders: Oral Paper Presentation, Session 3: *Communication Skills for Leaders*.
- Southern California CSU Educational Leadership Research Symposium (May 31, 2014), CSULA: Oral Paper Presentation, Session 4: *Issues in Higher Education Organization and Management*.
- AERA, April 2014: Leadership in Community College, Career, Technical and Vocational Pathways in Higher Education (roundtable) - *Understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of urban community college students*.
- AERA, April 2013: Division J Emerging Scholars Workshop - *Postsecondary Education; Mentoring Session*.

Gender Equity, Empowerment, and Advocacy Presentations

- The 43rd and 44th Sessions of the United Nations Commission on the Status of Women
- EVAW (Elimination of Violence Against Women), United Nations, 1999
- The Hague Appeal for Peace Conference in the Netherlands
- The ECE Geneva Preparatory Meeting on the 2000 Review of the Implementation of the Beijing Platform for Action