

Angela J. Guta, PhD
Division of Teacher Education
School of Education, Azusa Pacific University
aguta@apu.edu

RESEARCH INTERESTS

Administrative and Educator Perspectives of Co-Teaching, Intrinsic and Extrinsic Motivating Factors in Co-Teaching, Co-Teaching Outcomes for Educators and Students, Autism Spectrum Disorders, Instructional Strategies, Social Competence, Theory of Mind, Video Modeling

EDUCATION

PhD, Newcastle University, Newcastle, England (2015)

School of Education, Communication and Language Sciences

Thesis Title: 'A comparison of the effectiveness of video modelling and point-of-view video modelling on the social skills of primary school children with autism'

Supervisors: Dr. Sue Pattison and Dr. Simon Gibbs

Masters in Educational Administration, California State University, Northridge, CA (2007)

Masters in Special Education, Option: Autism, California State University, Los Angeles, CA (2005)

Supervisors: Dr. William Frea and Dr. Jennifer B. Symon

Bachelor of Arts in Child Development, California State University, Los Angeles, CA (1995)

CREDENTIALS

Certificate of Eligibility for the Administrative Services Credential

Clear Level II Education Specialist Instruction Credential (Moderate/Severe Disabilities)

Clear Crosscultural, Language and Academic Development Certificate

ACADEMIC PUBLICATIONS

Bautista, K., Cannaday, J., **Guta, A.**, Gomez-Najarro, J., Kula, S. (September 2020 under review). Co-Planning with equity while co-teaching in a teacher preparation program.

Kula, S. M., Gomez-Najarro, J., **Guta, A. J.**, Cannaday, J. & Bautista, K. (June 2020 under review). Prepared for Teaching Together: Candidates' Perceptions of Co-Taught Courses in a Teacher Preparation Program.

Cannaday, J., Bautista, K., Gomez-Najarro, J., Kula, S. M., & **Guta, A. J.** (June 2020 under review). Faculty Perceptions of Course Attributes, Resources, and Attitudes, for a Successful Co-Teaching Experience with Pre-Service Teacher Educators.

Guta, A. J. (2015) "First Person and Third Person Perspectives and Autism." *Journal of Consciousness Studies Special Edition: Insights into the First-Person Perspective and the Self: An Interdisciplinary Approach* (Special Issue edited by Mihretu P. Guta and Sophie Gibb. *Printed in Book Format*), vol. 22, no. 11-12, Imprint Academic, 2015, pp. 194–217.

PREVIOUS RESEARCH

Master's Thesis: *Utilizing Typical Peers to Promote Social Skills in Students with Autism*, June 2005

ACADEMIC SUPERVISION

Masters student supervisor, Evangelical Theological College, Addis Ababa, Ethiopia, January 2016 – Present

Thesis Title: "Ways of Evangelizing Autistic Children in Addis Ababa Local Churches"

Masters student supervisor, Evangelical Theological College, Addis Ababa, Ethiopia, January 2015 – May 2015

Thesis Title: "Assessment of the Teaching Approach toward the Hearing Impaired Children and their Academic Performance: Case of Three Elementary Schools in Addis Ababa"

ACADEMIC PRESENTATIONS

'Prepared for Teaching Together: Candidates' Perceptions of Co-Taught Courses in a Teacher Preparation Program'. Paper Presentation (April 5, 2019) at the Teaching and Learning Together: Preparing Preservice Teachers Toward Inclusive Practices. Division K - Teaching and Teacher Education; Paper Session, AERA 2019 Annual Meeting, Toronto, Canada. (Co-authors: Kula, S., **Guta, A.**, Gomez-Najarro, J. M., Bautista, K., Cannaday, J.)

The effectiveness of video modeling and point-of-view video modeling on the social skills of children with autism. Poster presentation at the 18th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Council for Exceptional Children, Clearwater Beach, FL. (January 2017)

ACADEMIC PRESENTATIONS (Continued)

- Universal Access Presentation (two sessions), Alhambra Unified School District (March 9, 2016)
- Presenter at the '*Perspectives on the First Person Pronoun "I": Looking at Metaphysics, Linguistics, and Neuroscience*' International Interdisciplinary Conference on May 15, 2014 at Durham University, Durham, England. Topic: '*First Person and Third Person Perspectives and Autism*'
- 'Comparing the effectiveness of video modelling and point-of-view video modelling as a social skills intervention for students with autism' June 21, 2012, ECLS 11th Postgraduate Research Student Conference, Newcastle University, Newcastle, England.
- 'Comparing the effectiveness of video modelling and point-of-view video modelling as a social skills intervention for students with autism', May 10, 2012, HASS First Year Postgraduate Conference, Newcastle University, Newcastle, England.
- Symposium Presenter at the California Association for Behavior Analysis 25th Annual Western Regional Conference (2006). Topic: '*Teaching Social Initiations to Children with Autism: Effective Peer Training*'
- Symposium Presenter at the Third International Conference on Positive Behavior Support (2006). Topic: '*Including Peers to Increase Social and Play Skills for Children with Autism in School Settings*'
- Special Public Lecture on Autism, Addis Ababa, Ethiopia (2005)

PROFESSIONAL SERVICE

- Content Expert, Dissertation Committee for Judithanne M. Gollette. Dissertation title: *Increasing the Path to Higher Education by Utilizing People First Language (PFL), Universal Design for Learning (UDL), and Inclusive Collaborative Practices Created Through Vertical Articulation in the K-12 system for Marginalized Students*. School of Behavioral and Applied Sciences Department of Higher Education, Azusa Pacific University
- Division of Teacher Education Leadership Team, Azusa Pacific University (Fall 2017-Present)
- School of Education Leadership Team, Azusa Pacific University (Fall 2018-Present)
- Advisory Board Member, Teacher Induction Program, Alhambra Unified School District (2016-Present)
- Lowell Harris Scholarship (UG) Committee, Azusa Pacific University (Spring 2020)
- Academic Services Coordinator Search Committee, Azusa Pacific University (Fall 2019)
- Think Tank AV #2 Student Learning and Student Success, Azusa Pacific University (Fall 2019)
- Trustees UG Scholarship Committee, Azusa Pacific University (Fall 2019-Spring 2020)
- Administrative Manager: Dean's Office Search Committee, Azusa Pacific University (Summer 2019-Fall 2019)
- SPED TPA Focus Group, Commission on Teacher Credentialing (CTC) (Fall 2019)
- Commission on Teacher Credentialing (CTC) Program Review (Fall 2019)
- Represent Azusa Pacific University, the School of Education and Special Education Programs at new student orientation, preview nights, district job fairs (as available), APU graduations/receptions, and at the California Council on Teacher Education (CCTE) Conference

GRANTS

- Faculty Research Grant, Funded by Azusa Pacific University (January 1, 2018 - January 31, 2018), awarded January 1, 2018 (**\$6,000.00**), Completed, Spring 2018, Joyce Gomez-Najarro with Stacy Kula, Jessica Cannaday, **Angela Guta**, and Kathleen Bautista

PROFESSIONAL AFFILIATION/MEMBERSHIPS

- American Educational Research Association (Spring 2019-Spring 2020)
- The Autism Society (Previous Membership)
- The Council for Exceptional Children (Previous Membership)
- Student Representative (2012), Postgraduate Research Student Forum, School of Education, Communication & Language Sciences, Newcastle University, Newcastle, England

PROFESSIONAL HONORS & AWARDS

- ECLS Postgraduate Research Student Bursary, Newcastle University, England £6,000 (2012-2013)
- Best Student Presentation, 11th Postgraduate Research Student Conference, Newcastle University, England (2012)
- Teacher of the Year 2003-2004, Glenoaks Elementary, Glendale Unified School District, Glendale, CA
- Outstanding Student Teacher 2002-2003, Charter School of Education, California State University, Los Angeles
- Kappa Delta Pi, International Honor Society in Education, Member (1995-present)/Secretary (1995-1997)

PROFESSIONAL EXPERIENCE**Azusa Pacific University (APU), Azusa, CA****August 2016 – Present*****Assistant Professor, Division of Teacher Education (August 2016-Present)***

- Courses Taught (face-to-face and online modalities):
 - SPED 508 Current Trends in Transition Planning for Students with Disabilities
 - SPED 527 Teaching Students with Moderate to Severe Disabilities
 - SPED 533 Assessment and IEP Development
 - SPED 530 Introduction to Individual Differences and Strengths-based Education
 - SPED 540 Instructional Strategies in Mathematics (Mild to Moderate)
 - SPED 541 Positive Behavior Supports for Students with Exceptional Needs
 - TESP 502 Science of Teaching I: How Students Learn (co-taught)
 - TESP 504 Schools and Educational Systems
 - TESP 511 Art of Teaching II: Pedagogy and Instructional Design (co-taught)
 - TESP 512 Science of Teaching II: Effective Assessment Strategies for All Learners
- University Mentor to Special Education Teacher Candidates in Clinical Practice (Student Teaching)

Assistant Dean for Student Academic Services (August 2018-August 2020)

- Oversight and communication related to academic probation, academic dismissal, petitions and appeals, regular engagement with the Graduate and Professional Registrar's Office, Undergraduate Student Enrollment Services; and oversight of the School of Education Scholarship in collaboration with Student Financial Services, the Office of Advancement.

Program Director, Special Education Credential Programs (August 2020 – Present)***Director, Mild to Moderate Special Education Program (August 2017 – August 2020)***

- Program oversight, curriculum, adherence to program standards, program advisement, admissions, student communication, collaboration with fellow program directors in the Division of Teacher Education.

Alhambra Unified School District, Alhambra, CA**October 2015 – August 2016*****Instructional Specialist, Special Education Department***

- Provided support to special education staff in five elementary schools and one high school.
- Supported teachers in curriculum modifications, instructional strategies, assessments, behaviour management strategies, and in maintaining compliant documentation for their students.
- Provided professional development workshops to staff.
- Represented the school district at Individualized Education Program (IEP) meetings.

Garfield Elementary School, Alhambra Unified School District, Alhambra, CA August 2015 – October 2015***Special Education Teacher, Special Day Class, Grades TK-2***

- Opened a newly developed self-contained special day class for students with autism.
- Provided direct instruction to students in Transition Kindergarten through second grade.
- Provided on-going communication with parents related to student progress.
- Instructed support staff in how to lead small group activities and how to individualize support for each student.

Vision for Education, Newcastle Upon Tyne, England**April 2012 – July 2015*****Supply Teacher***

- Short term and long-term teaching assignments at various school sites while completing my PhD Studies in England

Barbara Priestman Academy, Sunderland, Tyne and Wear, England***Secondary school for students 11-19 years old with Autism Spectrum Disorder or complex learning difficulties.***

- Long-term teaching assignment (November 2014-July 2015): Provided lesson planning and direct instruction in Maths and Science following the National Curriculum to students in Key Stage 3 (years 7-9) and Key Stage 4 (years 10-11). Provided additional support in English for Key Stage 3, Key Stage 4, and Sixth Form students.
- Five-month teaching assignment (January 2014-May 2014): Provided lesson planning and direct instruction in Maths and Science following the National Curriculum to students in Key Stage 3 (years 7-9) and Key Stage 4 (years 10-11).

Moorbridge School, Shiremoor, Newcastle Upon Tyne, England*Pupil Referral Unit for students identified as vulnerable, emotionally fragile and/or behaviorally challenged.*

- Two-week assignment (September 2012): Lesson planning and direct instruction in Geography, History, and Science following the National Curriculum to students in Key Stage 3 (years 7-9) and in Geography to students in Key Stage 4 (years 10-11).
- Ten week assignment (May-July 2012): Lesson planning and direct instruction in English, Maths, History, ICT, and Design and Technology following the National Curriculum to students in Key Stage 3 (years 7-9).

Glendale Unified School District, Glendale, CA**September 2005 – July 2011****Teacher Specialist, Special Education Program**

- Administrative Designee at Individualized Education Program meetings held at school sites when requested.
- Assisted in planning and providing staff development for the special education staff.
- Assisted in curriculum development, instruction and implementation of students' individual programs.
- Collaborated with parents, staff, vendors, and administration in all aspects of the special education program.
- Supported special education staff in maintaining compliant paperwork and programs.
- Facilitated communication between parents, staff, outside vendors and the Special Education Department.
- Referred staff and parents to resources such as Occupational Therapy, Physical Therapy, and Counseling.
- Administered testing including standardized, criterion-referenced, and alternative testing as needed.
- Processed and facilitated intakes and student placements.
- Provided administration and oversight of a Transdisciplinary Preschool Assessment Team.
- Conducted preschool screenings and coordinated the master calendar for four preschool assessment teams.

Glenoaks Elementary School, Glendale Unified School District, Glendale, CA September 2000 – June 2005**Special Education Teacher, Special Day Class, Grades K-3 (9/00 – 6/05)**

- Provided direct instruction to students, Kindergarten through third grade, in a special day class.
- Developed and implemented goals and objectives unique to each student.
- Scheduled, facilitated, and maintained all documentation for each student's Individual Education Program.
- Provided instruction, based on the California Teaching Standards, specific to each student's specific goals.
- Collaborated with grade-level colleagues for instructional strategies to enhance classroom instruction.
- Provided on-going communication with parents related to student progress towards goals and objectives.
- Instructed support staff to lead small group activities and how to individualize support each student required.
- Regularly met with support staff to provide training, feedback, and guidelines pertaining to student needs.

Assistant to the Principal, Glenoaks Elementary School (9/03 – 6/05)

- Provided support to the principal with disciplinary issues, problem solving with teachers, and by acting as an Administrative Designee at Individual Education Plan meetings in his absence.
- Coordinated the inventory and ordering of classroom curriculum and support materials for the school site.

The Almansor Center (TAC), Non-Public School, South Pasadena, CA**September 1999 – August 2000****Teacher Specialist, Elementary II, Grades 4-6**

- Provided direct instruction to students with severe emotional disturbances, learning disabilities, attention disorders, autism and visual impairments.
- Instructional strategies and materials focused on meeting student's goals and objectives.
- Established and evaluated student goals and objectives and maintained supporting documents.
- Provided on-going communication and feedback with parents, outside services, and Designated Instructional Services personnel regarding student's needs and progress.
- Collaborated with Teacher Associate in providing direct services to students.

Baby Steps (Community Therapies), Lancaster, CA**August 1998 – August 1999****Lead Early Interventionist (3/99-8/99)**

- Coordinated curriculum planning, provided orientation and support for new Early Interventionists (EIs) and supported staff with paperwork and treatment plans.
- Liaison between staff, administration, and Regional Center Consumer Service Coordinators.
- Assisted the Clinical Director in developing a training manual.
- Resource to parents and staff regarding outside programs and services.
- Direct provider of early intervention services while holding the position of Lead Early Interventionist.

Early Interventionist (8/98-3/99)

- Provided direct early intervention services on-site and in private homes to children with prematurity, autism, Prader-Willi Syndrome, seizure disorders, cerebral palsy, Down syndrome, visual impairments and genetic disorders.
- Participated in Multi-Disciplinary Assessments, Individual Family Service Plans, and Individual Education Plans.
- Compiled reports to document child's progress towards goals in the areas of cognition, speech and language, fine and gross motor, social-emotional and self-care.

Christ for the City International (CFCI), Omaha, NE**March 1997 – August 1998****Administrative Assistant/Accountant**

- Supported the President and VP for Advancement by preparing proposals, project profiles, organizational documents, confidential communications and promotional materials.
- Secretary of the CFCI Board of Commissioners—recorded and compiled confidential materials.
- Oversight of quarterly newsletters/bulletins, and volunteer core.
- Accountant—received and maintained contributions for missionary base of 120+ in 7 countries.
- Administratively supported the internationally based missionaries, headquarters staff, and the Vice President/Costa Rica Country Director (located in Costa Rica).

MERCI (Mentally and Educationally Retarded Citizens Inc.), Monterey Park, CA**May 1996 – February 1997****Chandler Site Coordinator (8/96 – 2/97)**

- Oversight of the Chandler Site (four Adult Development Center (ADC) classrooms and one Development Training Activity Center (DTAC) classroom).
- Assisted Instructional Staff in development and implementation of Individual Program Plan (IPP) for consumers in the areas of independent living, vocational/training, and personal/hygiene skills.
- Assisted in interviewing, hiring and terminating of instructional staff.
- Scheduled and implemented an Inservice Training Program for the Instructional Staff
- Liaison between staff, consumers, families and local Regional Centers.
- Oversight of the Extended Services Program during absence of new Coordinator (8/96-10/96).

Extended Services Program (ESP) Coordinator (5/96-10/96)

- Oversight of a before and after school program for developmentally disabled children and adults.
- Assisted Instructional Staff in the development and implementation of objectives and goals for consumers to include development of independent living, vocational/training, personal/hygiene, and social skills.

SPECIALIZED TRAINING

Faith Integration Summer Institute, Azusa Pacific University (Summer 2019)

Canvas Training (Learning Management System), Azusa Pacific University

Sakai Training (Learning Management System), Azusa Pacific University

Imago Dei Training, Azusa Pacific University (Spring 2018)

CPI Training (Nonviolent Crisis Intervention®), 2-day training (January 11-12, 2016)

Team Teach Basic Training Programme in Positive Handling Strategies, 2-day training held (August 30-31, 2012)

Moving and Handling Theory & Practical; Basic Administration of Medication; Health and Safety; CoSHH, RIDDOR; Fire Safety; Accident and Risk Incident Reporting; Culture and Diversity; and Confidentiality (January 19, 2012)

Food Hygiene and Nutrition; Safe Guarding Adults and Children; Information Governance; Lone Worker; Complaints Handling; Infection Control; Basic First Aid; and Basic Life Support (January 13, 2012)

Crisis Prevention Intervention (CPI) (2010)

Professional Assault Response Training (PART) (2005)

Autism Training, United Autism Alliance (2005 and 2002)

Autism Training (20.5 hours CEU), Autism Society of Los Angeles (2001)

Early Start CSPD Statewide Institutes, Core I (1998), Core II & III (1999)