

AMBER LYNWOOD
alynwood@apu.edu

EDUCATION

University of Southern California; Rossier School of Education
Doctor of Education – Leadership (June 2006)

Pepperdine University; Graduate School of Education and Psychology
Master of Arts – Education (May 2002)
State of California Professional Clear Multiple Subject Credential/CLAD Emphasis (February 2008)

University of La Verne
Bachelor of Arts – Sociology (May 1999)

Commission on Teacher Credentialing
State of California Preliminary Administrative Credential, Certificate of Eligibility (October 2007)

EXPERIENCE

Azusa Pacific University	Azusa, CA
<i>Faculty</i>	August 2008 – Present
<i>Director, Multiple Subject Credential Program</i>	July 2016 – August 2019

- Teaches graduate courses in variety of formats including face-to face, online, and distance learning
- Utilizes the Canvas Learning Management System, has utilized Sakai and Blackboard
- Serves as the course lead instructor for Methods of Teaching Mathematics, K-8 (and previously, Methods of Teaching Reading and Writing, K-8)
- Creates, distributes, revises, and reviews course syllabi
- Participates in course-alike meetings
- Co-Teaches Foundations courses
- Works with faculty to develop curriculum
- Participates in faculty meetings
- Supervises, mentors, and evaluates candidates in clinical practice, in person and virtually (Sibme)
- Advises credential candidates on appropriate academic plan for course of study
- Actively participates in service to the University through committee participation at the program, school, and/or university level
- Represents the School of Education as a Diversity Ambassador
- Coordinated a university-school partnership
- Provided supervisory oversight and curriculum leadership to the Multiple Subject Credential Program, main and regional campuses
- Participant, Leadership and Extended Leadership Teams
- Monitored teacher candidates' dispositions, and academic progress in the program

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- Consulted with Chair to resolve program-related problems (i.e.: course cancellations, dispositional issues, etc.)
- Provided tentative enrollment projections
- Assigned faculty and adjunct instructors to courses
- Handled adjunct contracts
- Presented program-related information at monthly faculty meetings
- Engaged in program recruitment
- Participated in faculty hiring committees
- Lead program related meetings
- Provided program-level support for the California Teaching Performance Assessment (TPA)
- Actively involved in accreditation requirements
- Maintained ongoing connection and collaboration with the California Council for Teacher Education (CCTE)
- Actively participated in service to the University through committee participation at the Program, School and/or University level as well as service to the broader professional community

Bobrow Test Preparation

Los Angeles, CA

Consultant

August 2012 – Present

- Plans, organizes, and conducts test preparation classes for teacher candidates throughout Orange and Los Angeles Counties
- Prepares students to take the California Basic Educational Skills Test (CBEST) and Reading Instruction Competence Assessment (RICA)
- Revises/updates core text

Los Angeles Unified School District

Los Angeles, CA

Instructional Coach - Literacy

August 2005 – July 2008

- Worked with site principal to create school-wide goals for reading achievement
- Provided ongoing professional development
- Provided intensive intervention to third, fourth, and fifth grade students
- Trained elementary school teachers to collect and analyze data, and developed actions plans in response to student needs
- Provided individualized, classroom-based support to implement comprehensive program, including modeling of best teaching practices
- Oversaw the school's assessment procedure, training, and data collection
- Presented achievement data to site principal and plans for professional development
- Participated fully in professional development (including professional research)
- Communicated clearly, often, and effectively, both orally and in writing

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Los Angeles Unified School District
Purche Avenue Elementary School

Gardena, CA
December 1999 - July 2005

Kindergarten Teacher

- Prepared objectives and outlines for course of study
- Explained new ideas and unfamiliar concepts in clear, concise ways so students could understand
- Patiently worked with students from diverse backgrounds and with diverse abilities
- Adapted teaching methods to meet students varying needs and interests
- Promoted physical, social, and emotional development
- Creatively involved students in lessons through verbal expression and performance
- Supervised, evaluated, and planned assignments for both teacher assistants and volunteers
- Engaged parents and created healthy relationships with students and teachers
- Attended professional development meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competency

Los Angeles Unified School District
99th Street School

Los Angeles, CA
June 2001 - August 2001

Fourth Grade Language Arts Teacher

- Prepared and instructed lessons according to State and school requirements
- Differentiated instruction to meet the needs of diverse learners
- Fostered a positive learning atmosphere
- Exposed students to various styles of writing

Los Angeles Unified School District
White Middle School

Carson, CA
June 2000 - August 2000

Sixth Grade History/Writing Teacher

- Prepared lessons according to State and school requirements
- Provided students with the opportunity to explore and investigate
- Linked historical facts to present contexts
- Involved students in the writing process
- Promoted technology use

PUBLICATIONS, SPEAKING ENGAGEMENTS, PROJECTS

Latunde, Y., Lynwood, A., Sealey-Ruiz, Y. (2021, July 21). *Combatting Racism in Educator Preparation: Justice and Joy for BIPOC Individuals* (Webinar). American Association for Colleges for Teacher Education.

Bobrow, J., Andersen-Perak, B., Byer, R., Bauch, F., Battenberg, T., Collins, C., Fiello, D., Gottlieb, D., Lynwood, A., Mondragon-Gilmore, J., Sekeres, K. (2019). *CliffsNotes Reading Instruction Competence Assessment (RICA) Preparation Guide*. Wiley Publishing Incorporated.

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Lynwood, A. J., Freeman, I. M., Jones, A., Lim, M. (2018). Furthering Educational Outcomes Through Relationship Building. *International Journal of Education and Social Science*, (5), 11.

Lynwood, A. J. (2014). Saint Joseph Catholic School, La Puente, CA. *Improving Student Achievement through Research-Based Reading Instruction*.

Flory, B., Lynwood, A. (2013). Common Day of Learning, Azusa, California, Research Presentation, *Bringing Reading Instruction into FOCUS*.

Lynwood, A. J. (2012). Hawaii International Conference on Education, Honolulu, Hawaii, Research Presentation, *Bringing Reading Instruction into FOCUS*.

Bradley, A.P., Lynwood, A. J., Yee Sakamoto, I. (2009). Common Day of Learning, Azusa, California, Round Table Discussion, *Living a life of Balance: Voices of Women in the Academy*.

Lynwood, A. J. (2006). "Uncovering Promising Practices for Increasing Parent Involvement: An Investigation of High-Performing Charter Schools in California," Dissertation, Rossier School Of Education, Library.

COURSES TAUGHT

- Methods of Teaching Reading and Writing, K-8
- Methods of Teaching Mathematics, K-8
- Methods of Integrating the Humanities, K-8
- Art of Teaching 1 – Educational Foundations and Classroom Management (co-taught)
- Art of Teaching 2 – Pedagogical Models of Teaching (co-taught)
- Schools and Educational Systems
- Family, School, and Community Partnerships
- Clinical Practice
- Clinical Practice Seminar