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Action

Executive Committee

Educator Preparation Student Liaison

Executive Summary: This agenda item presents possible appointees for Educator Preparation Student Liaison to the Commission.

Recommended Action: That the Executive Committee select and appoint an Educator Preparation Student Liaison to the Commission.

Presenter: Rhonda Brown, Manager, Executive Office

Strategic Plan Goal

III: Communication and Engagement

- ◆ Maintain and strengthen working relationships with the Commission's diverse stakeholder community.

Educator Preparation Student Liaison

Introduction

This agenda item presents four applicants for Educator Preparation Student Liaison to the Commission on Teacher Credentialing for possible appointment by the Executive Committee.

Background

Section 201 of the Commission on Teacher Credentialing Policy Manual allows for the appointment of a student enrolled in an educator preparation program to serve as a liaison to the Commission for one year beginning on October 1 of the year of appointment. The Educator Preparation Student Liaison will represent the views and experiences of students to the Commission.

Application and Selection Process

The application form and instructions regarding the application process were circulated to the public, stakeholders, and deans and directors of Commission approved educator preparation programs at institutions of higher education and local education agencies through direct email. Additionally, information was posted to the Commission's website and announced on the Commission's Facebook page. Interested parties were instructed to complete the application form and send it, with all additional requested attachments, to the attention of the Executive Office. The application deadline was set at July 11, 2014.

The Commission received 11 applications from individuals interested in the Educator Preparation Student Liaison appointment. Chair Linda Darling Hammond directed staff to work with a panel of three Commissioners to screen applications and interview finalists for consideration by the Executive Committee. The panel included Commissioners Kirsten Barnes, Georgette Imura and Beverly Young. All applications were reviewed by the panel and four finalists, listed below, were selected for an interview via conference call. The application materials for each finalist are included in Appendix A. Commissioners Imura and Young will recommend one candidate to the Executive Committee for appointment as Educator Preparation Student Liaison to the Commission.

- Cory Shaw
- Edgar Orejel
- Rebecca Maston
- Matthew Cali

Staff Recommendation

Staff recommends that the Executive Committee select and appoint an Educator Preparation Student Liaison to the Commission.



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 www.ctc.ca.gov

Office of the Executive Director

EXECUTIVE OFFICE RECEIVED

JUL 09 2014

COMMISSION TEACHER CREDENTIALING

Educator Preparation Student Liaison Application

A. Identification:

Name Shaw Cory Dele
Last First Middle

Address [Redacted]

City Huntington Beach Zip Code 92646

Home Phone: [Redacted] Cell Phone: [Redacted]

E-Mail Address [Redacted]

B. Education:

Name and Location of Current Educator Preparation Program
California State University - Long Beach
Single Subject Conditional Credential Program
1250 Bellflower Blvd. Long Beach, CA 90840

C. Verification of Program Enrollment:

All applications must include verification of current enrollment in an education preparation program. Verification may be official transcripts or a letter, signed by the dean or chair of the Education Department.

D. Essay:

All applications must include an essay of not more than 500 words in response to the following prompt: Why do you want to serve as Educator Preparation Student liaison to the Commission? What important perspective do you believe you can bring to this role?

VERIFICATION BY APPLICANT

I hereby certify that all statements made in this application are true and correct.

[Signature]
Signature

07/09/2014
Date

Ensuring Educator Excellence



CALIFORNIA STATE UNIVERSITY, LONG BEACH

COLLEGE OF EDUCATION
OFFICE OF THE DEAN

July 8, 2014

To the Selection Committee for the Commission on Teacher Credentialing,

I am writing this letter to verify the current enrollment of Cory Shaw in an education preparation program at California State University – Long Beach. Cory is a post-graduate student in the Single Subject Teaching Credential program, seeking his credential in English to pursue a career as a High School English Teacher.

Having received his Bachelors of Arts in Social Sciences with an Education Concentration from Ashford University in 2011. He graduated with a 4.0 having completed coursework in: The History of American Education, Child and Adolescent Development, Philosophy of Education, Educational Psychology, Learning and the Brain, Serving English Language Learners and Phonics Based Reading and Decoding. I feel that his experience in earning his degree makes him uniquely qualified to act as a student liaison for educator preparation and, as an incoming post-graduate student at CSULB, he will be able to bring a great deal of insight to his peers in the program. Cory has my full support in his application for Educator Preparation Student Liaison for the Commission on Teacher Credentialing.

Sincerely,

A handwritten signature in black ink, appearing to read "Marquita Grenot-Scheyer".

Marquita Grenot-Scheyer, Ph.D.
Dean, College of Education

My name is Cory Shaw and I am applying for the position of Educator Preparation Student Liaison for the Committee on Teacher Credentialing. I have long had a passion for becoming the kind of teacher that inspired me throughout my tenure as a student. I admire this profession and the abilities of the men and women in education to influence and inspire their pupils to pursue dreams and goals that may, at once, have seemed inconceivable. I knew at the ripe, young age of nine that I wanted to follow in the footsteps of my kindergarten through fourth grade teachers. They were intelligent, confident, and they always had the answers to my questions. When I entered junior high and high school, I encountered a whole new level of those same qualities I appreciated in my educators and I felt a calling deep within myself to join the ranks of Linda Nagy, Monique Rukasin and Kathy Williams (my seventh, eighth and tenth through twelfth grade English teachers, respectively). Those same three women have remained my motivators, mentors and friends over the years as I pursued my bachelor's degree and now that I am working towards my credential I will soon be able to call them my peers as well. This fact is what brings me to the reason I am interested in joining the Committee on Teacher Credentialing as an Educator Preparation Student Liaison.

Throughout my experiences while achieving my Bachelor's of Arts in Social Sciences with an Education Concentration, I have come across a wide variety of teaching methods and approaches. It was all of this knowledge that helped me succeed in my undergraduate studies and to further justify my decision to become a teacher myself. If chosen to join the CTC as a Student Liaison, I will not only be able to bring these skills with me to the Committee, but I will also have the opportunity

[REDACTED]

to share the insight I gain there with my new friends and peers in the Educator Preparation courses at California State University - Long Beach. A great many of those same peers will be entering in the program fresh out of their baccalaureate studies with little or no experience in Educator Preparation. I am uniquely qualified to help facilitate the learning process because the majority of the coursework I completed as an undergraduate covered the information students do not usually come upon until they start pursuing their credentials. I am passionate, well organized and eager to gain new and exciting perspectives about the profession that I was born to practice.

In closing, thank you for this one of kind opportunity to seek, yet another, new perspective of the education field. I am confident that I would be an excellent addition to the Committee and that, if chosen, my presence in the meetings will serve to not only create a link between administration and student, but to also foster inclusion of the student perspective in the foundation of educator preparation.



Commission on Teacher Credentialing

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Office of the Executive Director

EXECUTIVE OFFICE
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JUL 02 2014
COMMISSION TEACHER
CREDENTIALING

Educator Preparation Student Liaison Application

A. Identification:

Name Orejel Edgar _____
Last First Middle
Address _____
City La Mirada Zip Code 90638
Home Phone: N/A Cell Phone: _____
E-Mail Address: _____

B. Education:

Name and Location of Current Educator Preparation Program
Single Subject Credential Program
College of Education
California State University, Long Beach

C. Verification of Program Enrollment:

All applications must include verification of current enrollment in an education preparation program. Verification may be official transcripts or a letter, signed by the dean or chair of the Education Department.

D. Essay:

All applications must include an essay of not more than 500 words in response to the following prompt: Why do you want to serve as Educator Preparation Student liaison to the Commission? What important perspective do you believe you can bring to this role?

VERIFICATION BY APPLICANT

I hereby certify that all statements made in this application are true and correct.

[Signature]
Signature

June 30, 2014
Date

Ensuring Educator Excellence



CALIFORNIA STATE UNIVERSITY, LONG BEACH

COLLEGE OF EDUCATION
OFFICE OF THE DEAN

June 25, 2014

Office of the Executive Director
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Hai Jue Theriault,

I am pleased to support Edgar Orejel's candidacy for the Educator Preparation Student Liaison position on the Commission on Teacher Credentialing's Executive Committee.

Edgar joined the Single Subject Credential program after working many years in the field of international economic development. According to his resume, while in this field, he managed vital international donor relationships, represented his organizations abroad at various high-level bilateral and multilateral collaboration-building meetings, and informed organization-wide strategies on institutional donor relations. His efforts culminated in the successful development of many multi-million dollar environmental conservation and poverty alleviation projects in Africa, Latin America and Southeast Asia. Edgar's academic background is equally impressive. He holds a B.A. in Political Science from the University of California, San Diego and a M.S. in Global Affairs from New York University.

Edgar has expressed his eagerness to apply his collective knowledge and experiences to establish a rigorous and practical social science curriculum – preparing students for our increasingly competitive and globalized world. His background, drive, and disposition will truly be an asset the Commission, and more importantly for his future students.

I believe he is poised to make a qualitative difference by contributing his acumen and productivity to the work of the Commission. I wholeheartedly and enthusiastically recommend Edgar Orejel for this position.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Grenot-Scheyer", with a long horizontal flourish extending to the right.

Dr. Marquita Grenot-Scheyer, Ph.D.
Dean of the College of Education
California State University, Long Beach

Edgar Orejel
Candidate for Educator Preparation Student Liaison position

Essay

Prior to enrolling in the Single Subject Credential Program at the California State University in Long Beach, I spent nearly a decade working in the field of international economic development. Education, in its various iterations was always an essential component in our environmental and livelihood development project. We consistently found through our own internal review processes that the caliber of our individual educators was directly correlated to the sustained success of participants. Quite simply, holding all else constant (socioeconomic, demographic, environmental, legal, and political factors – all very significant factors), an effective teacher was more likely to foster successful learning. This perennial finding eventually pushed me to redirect my own professional trajectory and enter the field of education; it is also why I wish to be a part of a process that informs the preparation and selection of our future educators.

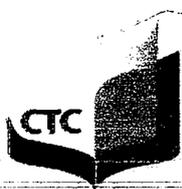
In my judgment, academic courses and related requirements should all be designed with the goal of facilitating the selection and preparation of the best potential educators. I, the eternal student, have come to accept the following as a good starting point for the qualities an effective teacher must possess:

- Excellent command of subject content and a strong desire to incorporate new knowledge into the curriculum;
- Ability to differentiate instruction to meet the needs of individual students;
- Capacity to effectively connect with a student's support network and community (parents, grandparents, guardians, siblings, mentors, etc.);
- The intangible, but critical gift of emotionally connecting with students;
- Superior behavior and classroom management skills; and,
- The quality of balancing and maintaining an academic, yet interesting learning environment.

I believe I can effectively contribute to the work of the Commission by sharing how my program is facilitating the development of the qualities outlined above. If selected, I would also actively work to incorporate the views and opinions of other future educators enrolled in different preparatory programs – ensuring that a wide-breadth of voices are represented, and presented to the Commission. Additionally, as a substitute teacher, I am well positioned to interact regularly with recently hired teachers, some of whom may possess opinions on how their own program did, or could have better prepared them for the classroom.

Lastly, I believe that my experience working outside the field of education is one of the greatest assets I bring to the table. If chosen, I will diligently apply the analytical, communication, and people-to-people skills I honed as an international development professional to the Commission's vital work. I personally have a strong sense of how my own secondary education could have better prepared me for the field of international economic development and, as an educator, I will strive to link every aspect of the social sciences to real life application.

In all earnest sincerity, I believe I am poised to make a qualitative difference to the work of the Commission and humbly request that the CTC's Executive Committee consider my candidacy. Thank you.



Commission on Teacher Credentialing

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Office of the Executive Director

JUL 11 2014

Educator Preparation Student Liaison Application

A. Identification:

Name Maston Rebecca Elizabeth

Last First Middle

Address [Redacted]

City Long Beach Zip Code 90804

Home Phone: n/a Cell Phone: [Redacted]

E-Mail Address [Redacted]

B. Education:

Name and Location of Current Educator Preparation Program

California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840

C. Verification of Program Enrollment:

All applications must include verification of current enrollment in an education preparation program. Verification may be official transcripts or a letter, signed by the dean or chair of the Education Department.

D. Essay:

All applications must include an essay of not more than 500 words in response to the following prompt: Why do you want to serve as Educator Preparation Student liaison to the Commission? What important perspective do you believe you can bring to this role?

VERIFICATION BY APPLICANT

I hereby certify that all statements made in this application are true and correct.

Rebecca Maston
Signature

6/27/14
Date

Ensuring Educator Excellence

California State University Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840
United States

Rebecca Maston

Long Beach, CA 90804
United States

California State University, Long Beach Office of Enrollment Services Official Enrollment Verification	
Phone: 562/985-5471 School code: 001139	
Certified by <i>D-K</i>	
Date 7-8-14	University Seal

Enrollment Verification as of 07/08/2014

Name: Rebecca Elizabeth Maston

ID Nbr: [Redacted]

Current Program of Study

Career
Post-baccalaureate

Academic Program
Credential

Exp Comp Dt

Academic Plan
Cred: Single Subj Conditional

Degree Declare Dt Sub-Plan
Credential 01/07/2014

Enrollment History

Term	Career	Begin Date	End Date	Units	Status
Fall 2014	PBAC	08/18/2014	12/23/2014	12.00	Full-Time

We all wish to change the world in one way or another. As an aspiring teacher, I would like my world-changing abilities to focus on both education and the future of students. Educator Preparation Student Liaison to the Commission would be the perfect opportunity for me to begin this quest. To some it may not seem such a grand position but to me it is. In this position I will be able to help eliminate any unnecessary obstacles for future students in the California State University system. This opportunity will give me the chance to help people I've never met and probably never will. For me this will be a huge step in the direction I hope to take my career.

What makes me stand apart from all the other candidates? I truly love education. When I graduated with my bachelor's degree from California State University, Sacramento I was possibly the only person standing in the arena who was feeling more nostalgic than excited. This passion for learning and love of education gives me a unique and genuine perspective to improve the system.

As a student who has attended another college and also explored other university options, such as California State University, Stanislaus, while selecting a school for obtaining my teaching credential, I have a useful background with a variety of sources to compare my experience to.

By nature I am a people person, which allows me the advantage of reaching out to other students I am working beside in the classroom. By listening to their opinions, you not only have one student as liaison, but you have a collective image.

With the combination of my love for education and my diverse background I am an excellent candidate for the position of Educator Preparation Student Liaison to the Commission.

As a historian with a Bachelor's Degree in United States and Latin American History and recipient of the prestigious Richard Louise and Wilde Award for Credential students at CSULB for the year 2013-2014, I research and argue for the important ways in which marginalized or subjugated peoples from various races, ethnicities, religions, genders, and socioeconomic classes have contributed to traditional historical discourses by providing them with a voice and agency. Essentially, I will utilize the same methodological approach during my appointment as Educator Preparation Student Liaison to the Commission by representing the strengths and challenges that students face in multicultural and demographically diverse classrooms based on my experiences and fieldwork in both secondary and post-secondary educational settings.

At CSULB, I have worked as a Teaching Assistant and a Supplemental Instructor for Early United States History during the fall semester of 2013 and the spring semester of 2014, and I will also be working as a Supplemental Instructor for Principles of Sociology during the upcoming fall semester of 2014. My experience as a Teaching Assistant was especially unique because the class relied heavily upon the use of technology and collaborative group-work inside the classroom which exposed me to the strengths and weaknesses of freshman college students regarding their digital literacy skills and skills in research, group collaboration, critical-thinking, reading, writing, presenting, and time-management. Furthermore, my work as a Supplemental Instructor differs from my work as a Teaching Assistant in that the University offers and designs Supplemental Instruction courses specifically to help freshman college students succeed in more challenging classes by emphasizing effective learning techniques that help to master the target course's content. Based on my experiences as a Supplemental Instructor, I observed many of my students struggling with reading comprehension, organizing written essays that support a thesis statement, and time-management. Additionally, the majority of my students spoke English as a second language and came from socioeconomically disadvantaged homes and communities which are only two of the realities and challenges that students, educators, and educational institutions face in secondary and post-secondary classrooms.

During the observational hours required in the Single-Subject Teacher Education Program, I have paid specific attention to the culturally responsive pedagogical approaches of practicing teachers in multicultural and demographically diverse social-science classrooms along with the strengths and weaknesses of the students. In addition to working with post-secondary students during the fall semester of 2014, I will be student-teaching during the spring semester of 2015 which will provide me with a first-hand perspective of a demographically diverse classroom in California which I can draw upon when representing students as Educator Preparation Student Liaison to the Commission. While my historical background has provided me with a multicultural and culturally responsive pedagogical approach for teaching history-social science in secondary education, my first-hand experiences working with students, faculty, administrators, and colleagues in both secondary and post-secondary classrooms continues to provide me with an important and unique perspective that makes me an exceptional candidate for the position of Educator Preparation Student Liaison to the Commission.