

---

# 2A

## 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***

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

---

---

## **Educator Preparation Student Liaison**

---

---

### **Introduction**

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

### **Background**

Section 201 of the Commission's 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. An announcement that applications were being accepted for the liaison position was also posted on the Commission's website. Interested parties were instructed to complete the application form and send it, with all additional requested documentation, to the attention of the Executive Office. A final filing date of August 4, 2017 was set as the deadline for the submission of applications.

The Commission received six applications from individuals interested in the Educator Preparation Student Liaison appointment. Staff worked with Commissioners Kate Browne, Alicia Hinde and Ref Rodriguez to screen applications and interview finalists for consideration by the Executive Committee. Three finalists, listed below, were selected for an interview via conference call. The application materials for each finalist are included in Appendix A. Commissioners Browne, Hinde and Rodriguez will recommend one candidate to the Executive Committee for appointment as Educator Preparation Student Liaison to the Commission.

- Valeria Imendia
- Christopher Olsen
- Autumn Sannwald

### **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

## 2017-2018 Educator Preparation Student Liaison Application

Each year, the Executive Committee of the Commission appoints one student enrolled in an educator preparation program to serve as a non-voting liaison to the Commission. The Educator Preparation Student Liaison serves as an advisor on the views and experiences of students to the Commission.

Eligibility: Any student who is a California resident, enrolled in a Commission-approved Educator Preparation Program and who will be enrolled in good standing from September 1, 2017 through September 30, 2018 may apply.

Term of Office: The Educator Preparation Student Liaison will serve a one-year term from October 1, 2017 through September 30, 2018.

Time Requirements: The estimated time commitment required for the student liaison will be at least two consecutive business days approximately every other month to attend regular Commission meetings in Sacramento; sufficient time to read the agenda materials prior to the meeting; and time needed to travel to meetings.

### A. Identification:

Name Imendia Valeria Maria  
Last First Middle  
Address [REDACTED]  
City San Francisco Zip Code 94118  
Home Phone: — Cell Phone: [REDACTED]  
E-Mail Address [REDACTED]

### B. Education:

Name and Location of Current Educator Preparation Program  
Dual Degree Program in Teacher Preparation  
University of San Francisco  
\_\_\_\_\_  
\_\_\_\_\_  
Credential Goal and Anticipated Program Completion Date  
Multiple Subjects, May 2019  
\_\_\_\_\_

Ensuring Educator Excellence

C. Verification of Program Enrollment and minimum GPA:

All applications must include verification of current enrollment in an educator preparation program and a minimum 3.0 grade point average (GPA). Verification of enrollment may be official transcripts or a letter signed by the dean or chair of the Education Department. A letter of admission in a program will be sufficient during the screening of the application; however, verification of enrollment must be received prior to appointment by the Commission.

D. Essay:

All applications must include an essay of not less than 500 words in which the applicant explains why he or she wishes to serve as Educator Preparation Student Liaison.

**VERIFICATION BY APPLICANT**

**I hereby certify that all statements made in this application are true and correct. I understand that if I am selected for appointment I must execute an Oath of Office and abide by the laws and rules applicable to officers of the State of California.**

Valeria  
Signature

8/3/17  
Date

## Educator Preparation Student Liaison Application Essay

Valeria Imendia

I believe that the opportunity to serve as student liaison will pave the way for my professional and personal growth as I dedicate time to collaborate with and serve future educators who have so many valuable voices to contribute. I have learned that collaboration is essential in doing good work for the growth and development of our students and that is exactly what I will be committing to do every day that I am able to serve as student liaison. I currently serve as a literacy intern at Dr. William L. Cobb Elementary School in San Francisco as well as a tutor through University of San Francisco's University Ministry at St. James School. Both experiences have sparked more passion and motivation within me to continue on this journey to become an educator. Before St. James School I worked at St. Charles School, but the school unfortunately had to close. I had been working with the same group of students for almost three years and we had to part ways this past school year as the school shut down. This experience was very eye opening since I got to see firsthand how many families faced uncertainty and how the school itself faced many challenges in supporting its students. Saying goodbye to St. Charles was one of the most difficult experiences, but it gave me even more purpose to continue learning and advocating for better educational opportunities. My experience at Cobb Elementary has been just as valuable for me and I have been able to put both experiences side to side and look into how, no matter if it is at a public or a private school, students face very similar challenges and opportunities for growth, especially in the diverse urban setting of San Francisco. All the words and advice given to me through textbooks and classroom anecdotes have come to life as I have lived my own experiences alongside my students. I strive to transform those lived experiences and lessons learned into active engagement in education on behalf of all my peers working to enter this wonderful profession.

Growing up in Tegucigalpa, Honduras is another life experience that has allowed me to navigate education in this country through a different lense as well. I left Honduras to move to California six years ago and this transformative experience expanded my horizons and pushed me forward towards the direction of education. I have been able to experience education in two very different places in the world and, in those differences, I have been able to appreciate many similarities and see how powerful good education is in order to enact true social change no matter where we are. I go to my classes, volunteer in classrooms, and work with students so I can continue shaping my perspective and incorporate my own experiences in two different education systems. This is another reason why the opportunity to become student liaison is important to me—I strive to incorporate all parts of who I am in bringing together what my peers hope to voice. I believe in the importance of incorporating a diverse group of voices so that we can be inclusive and, therefore, engage critically so we can forge the path for our students to access quality education that is representative of each and every one of them.



## 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

### 2017-2018 Educator Preparation Student Liaison Application

Each year, the Executive Committee of the Commission appoints one student enrolled in an educator preparation program to serve as a non-voting liaison to the Commission. The Educator Preparation Student Liaison serves as an advisor on the views and experiences of students to the Commission.

**Eligibility:** Any student who is a California resident, enrolled in a Commission-approved Educator Preparation Program and who will be enrolled in good standing from September 1, 2017 through September 30, 2018 may apply.

**Term of Office:** The Educator Preparation Student Liaison will serve a one-year term from October 1, 2017 through September 30, 2018.

**Time Requirements:** The estimated time commitment required for the student liaison will be at least two consecutive business days approximately every other month to attend regular Commission meetings in Sacramento; sufficient time to read the agenda materials prior to the meeting; and time needed to travel to meetings.

#### A. Identification:

Name Olsen Christopher ELM  
Last First Middle

Address \_\_\_\_\_

City Rancho Cucamonga Zip Code 91701

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

E-Mail Address \_\_\_\_\_

#### B. Education:

Name and Location of Current Educator Preparation Program

Graduate school of Education at the  
University of California, Riverside.

Credential Goal and Anticipated Program Completion Date

Mild to moderate and severe disability  
multidisciplinary credentials and Masters degree in education.  
Completion date: June 2018

Ensuring Educator Excellence

C. Verification of Program Enrollment and minimum GPA:

All applications must include verification of current enrollment in an educator preparation program and a minimum 3.0 grade point average (GPA). Verification of enrollment may be official transcripts or a letter signed by the dean or chair of the Education Department. A letter of admission in a program will be sufficient during the screening of the application; however, verification of enrollment must be received prior to appointment by the Commission.

D. Essay:

All applications must include an essay of not less than 500 words in which the applicant explains why he or she wishes to serve as Educator Preparation Student Liaison.

**VERIFICATION BY APPLICANT**

**I hereby certify that all statements made in this application are true and correct. I understand that if I am selected for appointment I must execute an Oath of Office and abide by the laws and rules applicable to officers of the State of California.**

  
\_\_\_\_\_  
Signature

7/20/2017  
Date

2017-2018 Educator Preparation Student Liaison Application Essay

Dear Members of the Commission on Teacher Credentialing,

Identifying areas of improvement is my specialty and working around problems in diplomatic ways is always a welcome challenge for me. Education is a sacred field of work that requires strong communication, empathy, and curiosity. I am interested in building these qualities into every school I work with, like my grandfather, Kenneth Conrad Hinrichsen, did when he was president of Chaffey College in Rancho Cucamonga, Ca. Although there are many other qualities that I will learn about in my education program through the University of California, Riverside, I feel these are qualities all teachers should have as foundations for learning and thriving in academic environments.

Communication is paramount to working in social environments, such as teaching. The needs of teachers and the students, community, and administrators are ever changing. These stakeholders in the education process must communicate with one another about changes in their needs, which do vary widely and evolve with time. Gathering information about changing needs in meaningful ways requires looking at numerous data points and seeking information from stakeholders, while giving those involved in education methods to participate in communicating their needs and teaching them how to use those methods. New methods of communicating are emerging rapidly, but properly teaching others how to use these new methods to communicate in meaningful ways has not necessarily caught up. I feel it is important to strive for improved communication in the field of education through sharing the most efficient methods of communicating with the knowledge of how to use these new methods.

For quality communication to occur proper empathy must be part of the education process. For example, even though a new method may exist for communicating, there may be prohibitive costs to obtaining the method. A parent may know about the new method and may have been properly taught how to use it, but they may simply not be able to afford access to the method. Ways of identifying issues, such as accessibility to technology involved in education, and coming up with solutions by collaborating with the needs of stakeholders, while empathizing with their individual situations, are also areas I am interested in contributing to. For great communication to occur and be put into meaningful action empathy must be felt and taken into account.

The most exciting quality in education, that I am most interested in communicating and empathizing with other stakeholders about, is developing curiosity. If a person is not curious, or their curiosity has been diminished, then they are unlikely to be receptive to new ideas and learning. Education is all about learning and interest in new ideas. Building curiosity in all stakeholders in the education process requires communicating the importance of being curious and empathizing with those whom may resist this notion so the idea of curiosity can be



communicated in a way that takes others' perspectives into account. I have a natural drive to develop curiosity in others and I understand the need for communicating it in empathetic and diverse ways. I feel I can meet education's need for more curious thinkers by using effective techniques and developing new ones for sharing curiosity.

Pursuing a lifelong career in education, that leaves sustainable improvements in this field, is my dream and becoming an Educator Preparation Student Liaison will help me build skills to chase my dream. I am excited to learn more about this field in my teacher education program and through this student liaison position. I am the right person for communicating the views and experiences of my peers with the Commission on Teacher Credentialing.

Thank you for taking the time to consider me for this position.

Sincerely,

Christopher Elm Olsen



# 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

## 2017-2018 Educator Preparation Student Liaison Application

Each year, the Executive Committee of the Commission appoints one student enrolled in an educator preparation program to serve as a non-voting liaison to the Commission. The Educator Preparation Student Liaison serves as an advisor on the views and experiences of students to the Commission.

Eligibility: Any student who is a California resident, enrolled in a Commission-approved Educator Preparation Program and who will be enrolled in good standing from September 1, 2017 through September 30, 2018 may apply.

Term of Office: The Educator Preparation Student Liaison will serve a one-year term from October 1, 2017 through September 30, 2018.

Time Requirements: The estimated time commitment required for the student liaison will be at least two consecutive business days approximately every other month to attend regular Commission meetings in Sacramento; sufficient time to read the agenda materials prior to the meeting; and time needed to travel to meetings.

### A. Identification:

Name Sannwald Autumn Raye  
Middle

Address [Redacted]

City La Mesa Zip Code 91941

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

E-Mail Address [Redacted]

### B. Education:

Name and Location of Current Educator Preparation Program  
Mild/Moderate Credential Program  
at San Diego State University

Credential Goal and Anticipated Program Completion Date  
Preliminary Specialist Credential in  
Mild/Moderate Disabilities; May 2018

C. Verification of Program Enrollment and minimum GPA:

All applications must include verification of current enrollment in an educator preparation program and a minimum 3.0 grade point average (GPA). Verification of enrollment may be official transcripts or a letter signed by the dean or chair of the Education Department. A letter of admission in a program will be sufficient during the screening of the application; however, verification of enrollment must be received prior to appointment by the Commission.

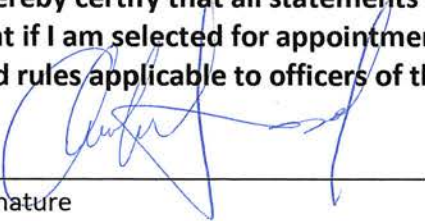
D. Essay:

All applications must include an essay of not less than 500 words in which the applicant explains why he or she wishes to serve as Educator Preparation Student Liaison.

**VERIFICATION BY APPLICANT**

**I hereby certify that all statements made in this application are true and correct. I understand that if I am selected for appointment I must execute an Oath of Office and abide by the laws and rules applicable to officers of the State of California.**

Signature



Date



I have learned many lessons and experienced a whirlwind of emotions while striving toward my educational and professional goals. Having been recently admitted into San Diego State University's program to earn a Preliminary Specialist Credential in Mild/Moderate Disabilities starting in August 2017, I now find myself finally entering the chapter of my life I have been steadily working toward. With this new opportunity, I am driven to undergo more professional and personal growth as I work toward becoming a highly qualified educator who may best serve my future students by inspiring and preparing them and who may contribute positively to the education realm for many years. In addition to having many cultivating experiences as a young educator within SDSU's credential program, I feel my experience would be highly transformational if I were able to serve as an Educator Preparation Student Liaison between the Commission on Teaching Credentialing (CTC) and students in the SDSU credential program.

To begin, one reason I wish to serve as an Educator Preparation Student Liaison is I crave new learning experiences that allow me to grow. Just as students learn and grow through discovery, rich experiences, and critical thinking, I have found much of my personal growth and learning stems from unique experiences I have had the opportunities, and taken the initiative, to involve myself with. I desire new and unique experiences that provide challenge and enrichment and have benefited tremendously from various experiences I have taken on in the past couple of years such as studying intercultural medicine in Ecuador for a summer, being a research protégé for my professor at SDSU and receiving a grant to present the findings of our co-authored journal article in Pittsburgh at the Society for Applied Anthropology Conference, and promoting within various roles at the K-12 school I've worked at since August 2015—the most noteworthy being a long term substitute position for a 7<sup>th</sup> and 8<sup>th</sup> grade math class. Each of these transformational experiences has shaped me on professional, academic, intra- and inter-personal levels. I reflect on these experiences frequently and their impact on my being. I like to expand my knowledge and constantly evolve as a person, and I feel that serving as an Educator Preparation Student Liaison would be a great way to do this as I delve into the next chapter of my life and enter the credentialing program at SDSU.

While I can see gaining personal fulfillment from participating in this opportunity, my hope is that I may contribute substantially in return by improving communication between students in educator preparatory programs and the CTC. The potential of this liaison opportunity for making a positive impact on fellow cohort members is extremely appealing. Part of the CTC's vision is to inspire and prepare youth to achieve their highest potential. This liaison opportunity would allow me, and in turn other educators in this 2017-18 cohort at SDSU, to similarly achieve our highest potential since we would be able to learn more about the CTC, express our voices for change, and inevitably become better prepared and more highly qualified educators—which would benefit the youth we will serve in achieving their highest potential, too. I believe that if the real experiences and views of my fellow educators are being relayed to those in positions of influence, real change for the better may be achieved.

Of special note, I feel the CTC would benefit greatly from hearing the voices of San Diego educators who work with diverse populations, including students from various cultures, those learning dual languages, and those with disabilities. The San Diego community reflects such rich cultural diversity that represents the beauty and appreciation of differences and variations. Serving as the liaison, my goal would be to share well-rounded, encompassing views and experiences of preschool to 12<sup>th</sup> grade classrooms that we educators are experiencing daily. Furthermore, by being more in touch with the CTC, we educators would be increasing our navigational capital. If we know more about the CTC, laws, procedures, allowances, and abilities, we can better understand and implement options for ourselves to be better equipped and highly qualified as educators to serve our students. SDSU is already making strides to revamp its credential program, to make it more relevant with respect to language and inclusion in order to better encompass the needs of the diverse youth in San Diego, and sharing these developments with CTC would be mutually beneficial to all parties involved.

Finally, and most importantly, I wish to serve as an Educator Preparation Student Liaison for current and future generations of students. Since 2012, I have worked with students in multiple settings such as various classrooms, after school programs, public programs, and have worn several hats such as

aide, tutor, and substitute teacher. In each experience, I have found myself caring deeply about and developing special connections with each and every student. I feel I have a wealth of experience in various facets of education and with diverse student populations, as much of my service has been within low socioeconomic communities. Although I have a wealth of knowledge, learning never stops, and I would love to learn more through this educator preparation student liaison role.

I am someone who is constantly applying what I learn to real life. My undergraduate area of study was anthropology. One of the hallmarks of anthropology is ensuring the voices of those who are, or will be, affected by various programs or other implementations are heard. Community voice and organization is crucial, and better than top-down implementation alone, and I have seen this reinforced in my daily experiences. This is why I am so drawn to this opportunity. I feel that there is nothing better than to have to views and experiences of teacher preparatory students voiced by someone engrossed in the thick of it. I believe I would be a great candidate for this opportunity. My fellow educators at SDSU would benefit from increased communication with the CTC, and the CTC would benefit from the views and experiences of people in my cohort, and all of this in turn would affect the students we eventually teach, inspire, and advocate for, along with continual generations of future educators and their students to come.