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Action

Executive Committee

Educator Preparation Student Liaison

AGENDA INSERT

Executive Summary: This agenda item presents possible appointees for an 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

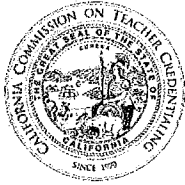
- a) Maintain and strengthen working relationships with the Commission's diverse stakeholder community.

September 2018

Educator Preparation Student Liaison

This agenda insert provides the applications for the individuals selected to be interviewed for the Educator Preparation Student Liaison position.

- James De Leo
- Annaka Johnson
- Aya Shhub
- Shannon Sheehan



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

2018-2019 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, 2018 through September 30, 2019 may apply.

Term of Office: The Educator Preparation Student Liaison will serve a one-year term from October 1, 2018 through September 30, 2019.

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	De Leo	James	Amil
	Last	First	Middle
Address	[REDACTED]		
City	Santa Ana	Zip Code	92707
Home Phone:	[REDACTED]	Cell Phone:	[REDACTED]
E-Mail Address	[REDACTED]		

B. Education:

Name and Location of Current Educator Preparation Program

Pepperdine University Graduate School of Education and Psychology (GSEP) - Los Angeles, CA

National University Education Specialist Credential (Mild/Moderate Disabilities) - Costa Mesa, CA

Credential Goal and Anticipated Program Completion Date

Master of Arts in Teaching (Preliminary Credential in Mathematics) - Summer 2019

Education Specialist Credential (Mild/Moderate Disabilities) - Fall 2019

Ensuring Educator Excellence

C. Verification of Program Enrollment and minimum GPA:

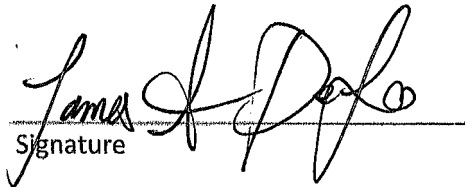
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D. Essay:

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.


Signature


Date

All career stories begin with simple, yet broad questions, "What do you want to be when you grow up? How will you make a difference in the world?" As a Latino child growing up in the Santa Ana, California, I wanted to grow up to be many things: a chef and create a new cuisine; an oncologist and find a cure for cancer; I even thought about being a retail buyer and introduce a new designer to the fashion world. All those professions have a significant purpose in changing the world, but it wasn't until after I graduated with my bachelor's degree in Business Administration from California State University, Fullerton that I realized that I wanted to become a teacher and change the lives of future students and their families.

The accomplishment of graduation came with new challenges, to find the right job for me even though I was unsure of what career path to pursue. The calling to be an educator began as I took the position as a Special Education Program Coordinator for a small private tutoring company in Brea. I found work in Education Management. It was an enjoyable learning experience for me to understand how education specialists worked with children with exceptional needs to identify and address the students' educational goals and objectives with the appropriate curriculum that addresses their academic needs. After sometime, I started to grow restless in my position because despite providing tutoring services for students and being informed of their progress, I had little to no interaction with them. It was at that point that I began to reevaluate my career options, so I became more invested in exploring teaching as a career. Already having four years of experience as a tutor, I wanted to enhance my teaching strategies to serve my students' needs better, whether it was in a general or special education environment. My parents had long suggested that I pursue a career in teaching, but initially, I was reluctant since I was so motivated to work in different areas of business. The seed was planted, however, and kept coming back to teaching as a real possibility.

I started my career path in education by looking at the students that are in schools today and how they learn. I have noticed that most of them are not motivated to learn, but not just because of their personal choices, but sometimes teachers are unsure about how to motivate their students. Some teachers may lack motivation because they see teaching as a job rather than a career and might potentially misguide a student, others, as I have found out through my graduate training, are not adequately prepared to become effective teachers in the classrooms they find themselves in. These have been significant concerns in education, and I want to address them. I enrolled in Pepperdine University's Teacher Preparation program in Fall 2017, and I can honestly say it has made a significant impact in my aspirations to become a teacher. Graduate studies have come with a renewed passion for me in wanting to learn and absorb as much as I can to be the most effective teacher I can be for my students. This has led me to extend myself in ways that other candidates in the program had not wanted to do but has made me an integral part of both the California Association for Bilingual Education (CABE) and the Teacher Preparation Program Advisory Council at Pepperdine University.

As a member of CABE of Pepperdine, we promote 21st-century learning skills and education equality to all students from different multicultural and multilingual backgrounds across Los Angeles County. I served as the chapter's inaugural Director of Excellence during the 2017-2018 academic year, and now I am the Chapter President. During my time with CABE, I have participated in and hosted different workshops such as how to keep multicultural students motivated in and out of school, how to transition from high school to college, even participating in the joint delegate assembly at the state capitol during the 2018 CABE Annual Conference in Sacramento. This past spring, I provided a presentation on how different cultures around the world celebrate Children's Day to the students of my alma mater, MacArthur Fundamental

Intermediate School in Orange County. The school administration was impressed with the turnout of students, and the students were pleased with the content I provided. The administration is even open to the idea of me presenting again to students this year. If given the opportunity, I would not give it a second thought, and I would be honored to present again because it is on my list of ways to give back to my community.

As a student liaison for the Teacher Preparation Program Advisory Council, I believe I have been given an incredible opportunity to service on a committee that reviews and makes recommendations for improvements for the Pepperdine University Teacher Preparation Program. I was allowed to provide input into the use of innovative and experimental activities for the development of student teachers. I have also learned much about local district policies and practices. Being a part of this committee has been a tremendous growth experience because not only was I given a chance to voice my opinion on possible ideas for improving the Teacher Preparation program, but it has helped me build professional and personal relationships with university faculty and district personnel.

Reflecting on my experiences thus far as a developing educator, I can honestly say that I have never wanted something more in my life than to become a teacher. Being a student leader for CAFE of Pepperdine and a student liaison for the Pepperdine University's Teacher Preparation Program Advisory Council has contributed to my dream of becoming a teacher, but I am always open for more opportunities. By serving as an Educator Preparation Student Liaison, I will be able to fulfill that. This opportunity will allow me to provide teachers, current and prospective, a voice. A voice that enables them to share their ideas and beliefs on how to improve the education system, how to create educational equity towards all students, and how to develop new, innovative ways to motivate our students to learn everything they can. Not only

will being a part of this contribute to my lifelong dream of becoming a teacher, but if selected, I will be able to share with my future students that being a part of this experience marked the beginning of my career story.

C. Verification of Program Enrollment and minimum GPA:

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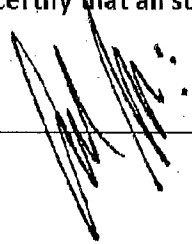
D. Essay:

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.

Signature



Date

May 30, 2018

Educator Preparation Student Liaison Position Essay

The unique demands required for Educators in today's world has prompted me to apply for your Educator Preparation Student Liaison position. I believe the position calls for a student leader who understands the past, is active in the present, but most importantly one who can prepare our field for the future. As an educational psychologist in training, I have had some rare experiences that may contribute to fulfilling this role.

Having a broad understanding of educational systems past can help the role of Student Liaison gain grounding, perspective and thus foresight in their contributions to the team. As a student in the educational system from two different states and having spent well over most of my life as a student, I feel prepared to act as a representative of the student voice.

Currently, I come with the added rare experience of having attended three different School Psychology programs in the state of California. This has provided an opportunity to see different programs within the state and experience firsthand what works and what could withstand improvement. My work alongside local associations such as Ventura County Association for School Psychologists (VCASP) and present work with the Delta Area Association of School Psychologist (DAASP) in Stockton, CA, has also contributed to skillsets I bring to the position. In fact, the plan for DAASP's Fall website is to provide students in educator programs a platform of information that can aid in their employment decisions. My third master's degree in data science should allow for this to come to fruition.

Having an active role in the field can add value to this position by having a candidate abreast of the current issues and common pitfalls of early career educators. As a student volunteer with all levels, such as *Local* (as stated above), *State* (California Association of School Psychologists - CASP), *National* (National Association of School Psychologists -NASP), and *International* (International School Psychologist Association- ISPA), I have been shaped with understanding of the field from many perspectives. I have also proven active by writing state representatives on the needs and suggestions to better our system.

Additionally, the most critical skill for this position, as I see it could be, is the foresight to envision a positive future for all humanity amongst the demanding harsh realities of our present and past social histories. A skill not derived by intuition or deterrent inner certainty but by the use of data, algorithms, research, science, and technology. I believe these tools can lead the way to a fool-proof inclusive system that enriches lives of the many instead of the selected few of today.

As Educators, we may aim to provide services that matter, make an impact, and support the lives of our communities, but often end up doing more harm than good. My life's quest is to use data, research, and technology to design an educational process that by design produces thriving lives and uses that as the measure of successful outcomes. To me, this position of creating educator preparatory programs for future professionals may require us to ask tough questions about the way we do things and why. By using

Educator Preparation Student Liaison Position Essay

the results of our current processes, we can begin to identify new processes that creates a system of empowerment and acknowledgement. A personal question that drives my work as an educator is "what would the educational system be like if it were invented today; created with the all the fruits of academic knowledge gained throughout the span of time?" It is my intention to find out.

I am a candidate with a strong vision of a future where learning is fun, easy, engaging. I believe this can be a tangible reality and accomplished by infusing the past, present, and future to deliberately design the future we say we want. If this ideal matches this role as you see it could be, then perhaps this position is the right fit for me.



Commission on Teacher Credentialing

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A. Identification:

Name Sheehan Shannon Maria
Last First Middle
Address [REDACTED]
City Trabuco Canyon Zip Code 92679
Home Phone: N/A Cell Phone: [REDACTED]
E-Mail Address [REDACTED]

B. Education:

Name and Location of Current Educator Preparation Program
University of San Diego

5998 Alcalá Park, San Diego, CA 92110

Credential Goal and Anticipated Program Completion Date
Master in Education Curriculum and Instruction and Dual Credential in
Multiple Subject/Special Ed.

C. Verification of Program Enrollment and minimum GPA:

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VERIFICATION BY APPLICANT

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

Shannon Sheehan
Signature

8/9/2018
Date

Collaboration is essential to improving educator practice. I am passionate about the benefits that are incurred when isolation is reduced and sharing is increased among teachers. I am excited to communicate the ideas and experiences of my peers, as well as my own, regarding the importance of shared inquiry and collective efficacy in the teaching world. Serving as the student advisor to the Commission on Teacher Credentialing would be reciprocally beneficial. I feel that I would gain a great deal of invaluable knowledge from experienced educators and members of the commission while simultaneously providing real-world insights from teacher candidates in the field. I have learned through my undergraduate experiences as a Liberal Studies major at California Polytechnic State University in San Luis Obispo that when working together with my peers, the ideas we have about how we could teach our students or develop a lesson were much stronger and universally applicable than any idea I could've come up with on my own. Emphasizing social capital, the power of the group, over human capital, the power of the individual, is necessary in order for our education system to reach its full potential.

Working together requires embracing and celebrating diversity. Attending both private and public schools throughout all of my schooling has exposed me to a variety of different ideas, perspectives, and challenges specific to each setting. Attending new schools and going new places has inspired me to have a love for learning and has allowed me to seek opportunities to gain different experiences. I had the opportunity, while attending Cal Poly, to study in Birmingham, England where I experienced a blending of cultures unlike any other school I had been to. With large numbers of first and second generation immigrant students and international students in my classes, I got to listen to and learn about the educational experiences of students from all different parts of the world. I found that although our experiences may have been drastically different, we are striving for the same goal of equitable access to education for all. Together we explored and

discussed strategies to combat the challenges that hinder us from achieving our goals of gaining an education, becoming a teacher, and inspiring future learners to love learning as much as we do. This experience changed my life by teaching me that listening, communicating, and collaborating on our experiences is one of the most important things one can do as an educator.

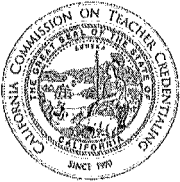
True collaboration can only be achieved when all participants feel like they belong. I have found through my own experiences as a student, from kindergarten until my graduation from Cal Poly, that one of the most important things for a student to be successful in the classroom is that they feel their environment is comfortable, safe, welcoming, and celebrating where they come from and who they are. As a future educator, I strive to not only make positive impacts that provide these conditions to all students but also to ensure that all educators feel supported as well. I have had many experiences tutoring, teaching, and working with students from many different backgrounds which enhanced my learning, and I would welcome the experience of working with and collaborating with educators who come from diverse backgrounds, cultures, and experiences to further increase my professional growth. The experience of being the student liaison to the commission would give me the opportunity for the professional development I seek to gain as I prepare to be an elementary school teacher and look forward to collaborating with other educators to provide my future students with the best education possible.

I believe every person has the right to an exceptional education, and in order for this to be possible we must work together in sharing our own experiences as well as the experiences of those around us. If given the opportunity to serve as the student liaison for the next year, this is exactly what I intend to do. It is a dream of mine to make enduring improvements to the way we educate students of all backgrounds, cultures, and languages to best prepare them for the future while also positively impacting educator confidence levels and how comfortable they feel asking for

assistance, receiving feedback, and collaborating with one another. Being selected to be the Educator Preparation Student Liaison would allow me to assist the committee in hearing and celebrating the student voice, engage in effective collaboration dedicated to improving teaching and learning, and would provide me with invaluable next steps toward achieving my goal.

Thank you for your consideration.

Shannon Sheehan



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A. Identification:

Name Shhub Aya
Last First Middle

Address [REDACTED]

City Riverside Zip Code 92507

Home Phone: [REDACTED] Cell Phone: [REDACTED]

E-Mail Address [REDACTED]

B. Education:

Name and Location of Current Educator Preparation Program
Special Education Dual Credential Program
University of California, Riverside

Credential Goal and Anticipated Program Completion Date
Special Education Dual Credential
June 2019

Ensuring Educator Excellence

C. Verification of Program Enrollment and minimum GPA:

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VERIFICATION BY APPLICANT

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

Aya Shhub
Signature

08/20/2018
Date

Educator Preparation Student Liaison Letter of Interest

The reason I want to pursue this position is that I want to be a voice for the special education community. Often times in the planning done for school curriculum, teacher education, and statewide assessments the special needs community does not receive sufficient consideration. More often than not the focus is understandably on general education students. I want to help ensure that future teachers for all grades and classes have an understanding of how to approach these students especially when they are not receiving special education services. Through my work as a student teacher in a general education 4th-grade classroom and my work as a substitute teacher I met many general education teachers with students in their classrooms who had special needs, however, the teachers were unsure how to instruct these students. After asking questions and looking more into this I learned the reason many general education teachers are apprehensive when it comes to educating students with disabilities is that they did not receive sufficient preparation in the instructional techniques and types of accommodations that would be best when educating them and which in many cases would also benefit their other students. In fact, many of the teachers I observed would tell me to let the student “do what they want” as long as they were not endangering themselves or others. It saddened me to see this because these students were very much capable of learning and very much wanted to learn, however, their teachers were unsure of how to go about educating them.

The importance of early intervention in the success of children with special needs is of great importance. During my time as an ABA therapist, I saw the benefits of early intervention. The children I worked with ranged from age 4 to age 12 and the intervention strategies I brought into my lessons allowed many of these students to learn strategies such as coping and social skills. Given the research findings on the benefits of early intervention I was surprised to see general education teachers not implementing any techniques in the classroom for students with special needs and letting them “do what they want”. If general education teachers can use strategies and techniques in their classrooms with these students, the potential outcome is that all their students will benefit from it. These strategies and techniques can also be extremely beneficial to English Language Learners. Another, observation I made during my time in a general education classroom was that English Language Learner students are often told to do activities on a computer and were not fully involved in class activities and lessons. Overall, if the strategies that are used in a special needs classroom were taught to a general education classroom teacher it would benefit all students.

The Commission’s vision states, all students in California from preschool to grade twelve be “prepared to achieve to their highest potential by well prepared and exceptionally qualified educators.” This vision is of great importance to me because through my study and research on the effects of high expectations on students as well as my personal experiences I understand that the single most powerful impact on learning outcomes is teacher expectations.

The mission of the California Commission on Teacher Credentialing states that educators will serve California's diverse students. Our student population is extremely diverse, and it is important that educators understand their students' diverse backgrounds, talents, and needs, and understand how to integrate them into the classroom through their Funds of Knowledge. Studies have shown that when students do not feel “othered” they are more open to learning and participating within the classroom. It is important that teachers understand their own implicit biases and ensure those are not affecting their choice of activities, lesson delivery, and materials.

Often the focus of instruction is creating a curriculum that is set to maximize performance on tests and creating a culturally inclusive environment is secondary. However, I believe that as teachers we can not only ensure we are teaching our students in a manner that helps them do well on their tests but is also culturally inclusive. If we can give teachers techniques and strategies on how they can approach this idea of a culturally inclusive classroom it will be more welcome and better received by all teachers.

If I can be a voice for all students, both those in general education as well as those with special needs, I would greatly appreciate the chance to contribute my knowledge, skills, and ideas as to how we can improve the preparation of all California teachers.