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Action

Executive Committee

Educator Preparation Student Liaison

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.

Educator Preparation Student Liaison

Introduction

This agenda item provides information about the application and selection process for an Educator Preparation Student Liaison to the Commission on Teacher Credentialing (Commission). Applicants for the 2019-20 term will be presented for possible appointment by the Executive Committee.

Background

Section 201 of the Commission's 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. An announcement that applications were being accepted for the liaison position was also posted on the Commission's website. Interested parties were instructed to submit the application form, verification of current enrollment in an educator preparation program, and an essay of interest to the attention of the Executive Office. A final filing date of August 9, 2019 was set as the deadline for the submission of applications.

The Commission received eleven applications from individuals interested in the Educator Preparation Student Liaison appointment. Staff worked with Commissioners Kathleen Allavie, Marysol De La Torre-Escobedo and Bonnie Klatt to screen applications and interview finalists for consideration by the Executive Committee. Four finalist, listed below, were selected for an interview via conference call. The essay of interest for each finalist is included in Appendix A. Commissioners Allavie, De La Torre-Escobedo and Klatt will recommend one candidate to the Executive Committee for appointment as Educator Preparation Student Liaison.

| Applicant Name | Educator Preparation Program | Credential Goal |
|------------------|-------------------------------------|--------------------------------|
| Lindsey Balidoy | University of California, Davis | Single Subject: English |
| Christina Haug | Pepperdine University | Single Subject: Social Science |
| Miyuki Manzanedo | University of California, Davis | Multiple Subject |
| Ian Morris | Tulare County IMPACT Intern Program | Single Subject: English |

Staff Recommendation

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

Appendix A

Lindsey Balidoy

August 2019

I am interested in serving as the Educator Preparation Student Liaison because of my prior experience serving on and forming committees, as well as my passion to have diverse voices represented. As a first generation, low income, Hispanic and Native American (Bad River Ojibwe and Tiwa Pueblo) student, I have firsthand knowledge on how important it is to have a voice, especially in education where Indigenous voices and needs are severely underrepresented. As a student in the dual Master's/Teaching Credential program at UC Davis, my goal is to advocate for educational equity, adequate representation of marginalized groups, and to promote higher education for all. Not only am I an advocate for students from diverse backgrounds, I am also an advocate for my teaching credential colleagues who must be prepared to teach diverse communities. As one of the only Native American students in this years cohort, I am particularly enthusiastic about incorporating my experiences and knowledge on Indigenous education as well as learning about other diverse communities.

During my undergraduate career at UC Davis, I have worked with American Indian Recruitment and Retention through the Student Recruitment and Retention Center. This is a student-run and student-led Center that focuses on community, advocacy, and educational equity. I served as the Reservation Outreach Coordinator, in which I would outreach to rural areas with high Native American populations, Reservations, Rancherias, and Indian Education programs. I also hosted over 100 Native American youth during our annual Native Youth Empowerment Conference, exposing the youth to higher education. Through my work with American Indian Recruitment and Retention, I was able to gain valuable insight about the needs and disparities that my community faces in education, as well as a deeper understanding of what advocacy can be. I had the pleasure of working beside and learning from other community programs in the Center, such as the Filipinx, African Diaspora, Chicanx/Latinx, Southeast Asian, Transfer students, and Graduate Student communities.

My role with American Indian Recruitment and Retention allowed me to sit on many committees that served a multitude of functions regarding student advocacy, all in the name of educational equity. I sat on a Recruitment Committee that discussed outreach plans, logistics for the formation and execution of large-scale student conferences, as well as support for other outreach coordinators throughout the Center. I have sat on a hiring committee for multiple American Indian Recruitment and Retention positions as well as our permanent Recruitment Advisor staff member that helps to oversee the whole Student Recruitment and Retention Center. Alongside other members of the Native American Community at UC Davis, I co-drafted a request to Chancellor May that requested for a Native American and Indigenous Advisory Committee to be formed to oversee Indigenous issues around campus. After multiple meetings, negotiations, and a draft of a 5-year plan of action for the Committee, we successfully formed the Committee that will be placed directly under the Chancellor.

My experiences in education and a member of many committees through my work has allowed me to understand the value of advocacy and how important it is to have committees that are representative of the diverse backgrounds in order to adequately voice the needs of diverse students. I am interested in becoming the Educator Preparation Student Liaison to continue to advocate for educational equity and representation for all.

I never wanted to be a teacher.

I never wanted to tell other people what they had to do, or what they had to know, or who they had to be. I never wanted to talk about unchanging tales of the past, or stagnant fundamental scientific, mathematical, or linguistic mechanics for hours on end in the hope that discussing them would bring them to life in a classroom and change everything somehow. I never wanted to grade an individual on a rubric some outsider politician had made years before, or be an authority figure in some adolescent's life story, or ever force anyone through the trials of being in a school setting ever again.

I wanted to be a storyteller. I wanted to be a rebel. I wanted to know and do what was right. I wanted to shape the world, and make it better somehow.

No, I never wanted to be a teacher, but destiny always has a motherly way of telling us “no.”

And that's what she did with me.

So I'll be a senior this year, at Pepperdine University, studying to be a history teacher. And the more I spend time in the classroom as a student and a beginning educator, the more I know what education is. And the more I spend time in the classroom, I know what teachers are. Good education isn't telling other people what they have to do, or what they have to know, or who they have to be. It's debating and trying and failing and discovering how we're made, and who we are. And the more I spend time in the classroom, discussing the tales of the past, or fundamental mechanics, the more I begin to sit in the world and do the same, and I realize that discussing the stories and mechanics of our earthly existence, doesn't just bring them back to life, in fact, it's the only thing that will shape our world for the better somehow.

And I realize that teachers don't grade people on some outsider rubric, or force people into school settings, they bravely take the role as an editor in authoring adolescents' life stories. They are storytellers. Maybe rebels. They want to shape the world, and make it better somehow.

Yes, the more I study, and try to become, what it means to be a teacher, the more I realize what destiny had been trying to tell me all along - that educating isn't a matter of something you want, it's a matter of something you are. And though I never thought I wanted to be a teacher, I realize now, that a storyteller, a destiny-shaper, is really the same thing.

The CTC, in making, shaping, and supporting California's educators, changes the world. And maybe, as an educator preparation student liaison this year, I could learn how & help shape the world for the better too.

Miyuki Manzanedo
Deadline: 9 August 2019

Educator Preparation Student Liaison Application Essay

It is with excitement that I am writing this as an applicant for the Educator Preparation Student Liaison position. I am currently a teacher candidate enrolled at the University of California, Davis' Multiple Subject/MA program seeking a bilingual authorization. This academic year I will be student teaching in a 1st grade classroom at a Dual Immersion program in Woodland Joint Unified School District. I learned of this position in 2017 when I served as a Student California Teachers Association (SCTA) liaison to the Commission on Teacher Credentialing. During that year, I was able to observe and learn not only how credentialing decisions are made within our state but also advocate on behalf of 1,400+ aspiring educators in our program statewide. Importantly, I developed a deep passion for credentialing issues that teacher candidates face within this state. Since then, I have been waiting for my time to enroll in a teacher preparation program in order to apply for this position. Now that that time has come, it would be an honor to serve as the California Commission on Teacher Credentialing as it's Education Preparation Student Liaison.

I wish to serve as the Educator Preparation Student Liaison for many reasons ranging from being familiar with the format of the Commission meetings, to being very familiar with "hot topics" (such as the RICA and proposed Special Education Credential changes) having faced the commission in the past three years, to even having an understanding of different pathways to receiving a credential in California. Ultimately, my biggest desire to serve in this capacity is to advocate for teacher candidates from across the state. I strongly believe that having a teacher candidate voice at the table is important, crucial, and absolutely necessary. Without having a student voice at the table, it would be easy to lose sight of reality of what it is like to be currently earning a credential, and the challenges that new and established implemented policies might have on teacher candidates.

Along those same lines, I believe it is crucial that the Educator Preparation Student Liaison be an individual who is able and willing to speak up on behalf of teacher candidates in California. Having familiarized myself with different credentialing pathways over the past couple years, I trust using that prior knowledge and understanding to inform any potential comments or questions I might ask if appointed to this position. Additionally, I know that I will meaningfully speak up when topics around credentialing that affect teacher candidates (e.g. assessments, TPE, requirement changes) are being discussed. This also stands when there are credentialing topics I do not understand-I am just as confident to ask questions to increase my understanding and knowledge across different areas as well.

As self-assured as I might be, I fully recognize that my experiences as a teacher candidate pursuing a multiple subject credential with a bilingual authorization will be different than a candidate pursuing a single subject or special education credential. It is for that reason I am prepared to use existing channels and create new ways to receive input and testimonials

from teacher candidates so that multiple perspectives are heard. While I understand that this might sound ambitious, I know that this is a goal fully within my reach because I did similarly while as a liaison with Student CTA. Although I will still be a member of the organization this academic year, this position would allow me to broaden the group of individuals that I would represent.

Ultimately, I am grateful for the opportunity to apply for this position. My experiences thus far have prepared me for this opportunity. Having attended Commission meetings in the past, I am familiar with the way they are structured and the amount of reading the agenda inserts might take. Knowing this and knowing my limits, I am capable of managing my time in a way where serving in this position would not affect my ability to thrive and excel in my teacher preparation program. With the passion that I truly have for credentialing issues, it would be an honor to advocate for teacher candidates across the state through the Educator Preparation Student Liaison position.

2019-2020 Educator Preparation Student Liaison Application Essay

08/05/2019

Today I submit my candidacy to you for the 2019-2020 Educator Preparation Student Liaison to the California Commission on Teacher Credentialing. I am highly interested in this vacancy and believe that I am uniquely qualified due to my previous background with Teacher Credentialing and the Commission as well as my desire to serve the wonderful students, teachers, and the general public alike of our beautiful state.

Starting in 2014, for almost two years, I served Visalia Unified School District full time as a Credential Specialist where my job included applying to the Commission on Teacher Credentialing for the vast differing options an LEA has to legally staff a certificated teaching and administrative vacancy. Since then, I return every summer as a consultant to help them with credentialing issues. Due to my background with the commission, I believe that I have an advantage over other teachers because I am better equipped to understand the daily business of the commission as well as to comprehend the entirety of each commission meeting, whereas another Student Liaison may be lost by the many different acronyms and jargon that will be used in these meetings.

After leaving my full time work as a Credential Specialist for VUSD, I began my teaching career. I have taught now for three years and have personally applied for my own CBEST Waiver, Provisional Intern Permit, and then my District Intern Credential (I was able to pass my CSETs and finish the Intern Program Prerequisites to skip the Short-Term Staff Permit). As an educator I am constantly looking for ways to grow and develop myself personally and professionally and I believe this to be a novel opportunity.

I strive to make sure that my School District is compliant in everything we do and I am equipped better than most teachers to affect a change. Out of all of my coworkers, I was always the one who wanted to dive into the coded correspondence to understand ed code and the regulations better than I did the day before. If we had a question I dove into the research with enthusiasm.

Being able to network with others on the commission so that I have a personal relationship with members could be a helpful connection for my School District as well as my Educator Preparation Program. There are times that we have questions and we do not know where to turn, therefore it would be opportune to be able to get to know the individuals who make up the Commission so that we can reach out to them to get answers or to be pointed in the right direction.

In March I was hired as the "Media Master" for the Visalia Unified Teachers Association which is the union that represents the teachers of my School District. This job includes being the webmaster for our union's website and handling all aspects of our social media. In this capacity, I network with many teachers, districts, and unions throughout California. I will also

be attending the CTA Teaching Conferences. Both of these factors mean that I can elicit the opinions of many teachers up and down the state.

I believe this Student Liaison Position is an opportunity that few teachers are given. I hope that this letter expresses the desire that I possess to utilize my skills to help further serve my community and the people of California. It would be an honor if you would allow me to serve as the 2019-2020 Educator Preparation Student Liaison.

Respectfully,

Ian Edward Morris
English Teacher & Leadership Advisor
La Joya Middle School
Visalia Unified School District