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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: Hai Jue Theriault, Program Analyst, 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 2021-22 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 Process

The application 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 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, verification of current enrollment in an educator preparation program, and an essay of interest to the attention of the Executive Office. The final filing date to submit applications was July 9, 2021.

Staff worked with Commissioners Michael Cooney, Michael de la Torre, and Annamarie Francois to screen applications and interview finalists for consideration by the Executive Committee. Three finalists, listed below, were selected for an interview via Zoom. The essay of interest for each finalist is included in the [Appendix](#). Commissioners Cooney, de la Torre and Francois will recommend one candidate to the Executive Committee for appointment as Educator Preparation Student Liaison.

Applicant Name	Educator Preparation Program	Credential Goal
Adriana Baez	Pepperdine University	Multiple Subject
Ryan Clark	University of La Verne	Education Specialist
Emily Richan	Alliant International University, California School of Education	Single Subject: Foundational Mathematics

Staff Recommendation

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

Appendix

Essay of Interest from Finalists

Adriana Baez

Ryan Clark

Emily Richan

Adriana Baez

Upon being dropped off at childcare from the early age of two I never did cry for my mom to come back and save me from the classroom. I was born to a young immigrant mother who was only twenty-two years old. I have always been eager to be in a classroom. Every morning at 7:00am I would get dropped off. Then I would wait. I would wait by the door and greet every peer of mine. I would embrace them with a hug and an enthusiastic "GOOD MORNING". I am a first generation university student who is a prospective teacher looking to revive what it means to be an inclusive educator.

I want to bring back the excitement for inclusion, and give back to the youth. Education is a human right, and Teaching is not just a profession, it's a way of life. It is a gift that becomes who you are, and when you approach any project or endeavor with this in mind educators can reach their highest potential. We are at a pivotal moment in California that has taught us that education is not a stagnant profession, it is forever evolving. Throughout my years of working with children and life experiences I bring with me the values of integrity and accountability. These values will push our education programs further forward towards a framework that is committed to students. Our future as teacher's is dependent on rigorously providing every student with a platform to learn. Teaching is a practicing profession, not a perfect profession. Everyday is a chance to reflect on being better than we were yesterday.

If I were to serve as an Educator Preparation Student Liaison I would bring an authentic sense of passion for the profession of teaching. Serving as an Educator Preparation Liaison will provide me with the necessary tools to be a conduit between the Commission's purpose and goals and the needs of the teacher preparation program. Allowing both sides to have a voice through me and better the program, making it the best it can be for all of California's diverse students and teachers. To be a part of this team will allow me to become a mirror for other students of color to embrace their hopes and dreams. The CTC provides the highest standards for California teachers from beginning of teacher preparation programs all the way to their careers as teachers. Through quality programs and maintaining

rigorous assessments. This position is more to me than a chance to put this title on my resume. Becoming a Student Liaison is my call to action.

If chosen for this position I would utilize a solutions oriented approach where stakeholder voices are heard, and validated. Creating an equitable workforce for the future of California's teachers means that quality preparation is key. Applying a culturally relevant pedagogy to ensure all of California's diverse students are included in our classrooms is non negotiable. It is important to consider what this role means to those who want to become an educator. This experience will mold who I am becoming as a future California educator who aims to better the teaching profession. In closing I would like to say thank you in advance for this opportunity, as well as taking the time to read my essay. Soon, I will be able to say good morning to all my future students.

Ryan Clark

Date: July 9th 2021

Office of the Executive Director,

My name is Ryan Clark, and I am in my second term at the University of La Verne. I am currently working towards my Masters of Arts in Inclusive Education, as well as my Education Specialist Credential. At the beginning of this summer term (2021), I received my Mild/Moderate SPED Internship Credential and I am currently going through the interview process to be a full-time Education Specialist. As a student, I hold a 4.0 GPA at the graduate level. I have four years of work experience in an education setting, with 2 years of experience currently working within a mild/moderate Special Day Class Program at Cypress High School in Cypress, CA. Over the last four years of working in education, I have worked in various communities throughout Los Angeles and Orange County. The diverse communities in which I have had the pleasure of working in, helped me grow as a candidate and showed me the vastly different perspectives of teachers and teacher-candidates. This experience with diverse perspectives gives me the confidence to effectively advise and support the viewpoints of students attaining an Education Credential. As a full-time student and educator, I can provide an accurate and current perspective to the commission as a student liaison.

I received my Bachelor's of Arts in Political Science from California State University, Fullerton in the Fall of 2020. Through studying political science at CSUF, I acquired analytical and practical skills that make me a strong liaison candidate, including the ability to effectively assess data, professionally write, and orally communicate. I am currently in my second term in the Teaching Mild/Moderate Inclusive Education Specialist, MA program at the University of La Verne. During my time at the University of La Verne, I have obtained hands-on in-depth training regarding: Early literacy and linguistic development, ELD assessments and interventions, English Language Development, and IEP assessments and interventions. I have also been actively engaged in student

representation throughout college; as a member of the Phi Sigma Alpha Honors Society, Political Science Student Association, and Pre-law Society. These factors make me an ideal candidate to represent the views of students enrolled within an Educator Preparation program.

If you have time for a brief conversation regarding the Student Liaison position, please let me know. You can contact me via email [REDACTED] or phone ([REDACTED]), I look forward to hearing from you. Thank you for your consideration.

July 8, 2021

Dear Executive Committee:

My name is Emily Richan and I am pleased to announce my interest in serving as the educator preparation student liaison for the Commission on Teacher Credentialing. I am currently enrolled in Alliant International University's California School of Education with aspirations to obtain my single subject credential in Foundational Mathematics in addition to a master's degree in education. I would like to serve as a student liaison in order to bridge the gap between intention and outcome when it comes to the Commission's efforts to improve preparation program requirements in order to produce the most qualified teachers.

As I am sure you are aware, teacher efficacy is the number one contributing factor to student achievement, and in the event that a student has an *ineffective* teacher for two years in a row, they will likely never recover from that learning loss (Wong & Wong, 2018). Studies have also shown that retaining quality teachers is the most important step schools can take to improve student outcomes, but unfortunately new teachers are not likely to stay in the profession if they experience too much "reality shock" following completion of their preparation program (Van Overschelde et al., 2017). Situations like those mentioned above are far too common in the California education system. That said, I believe the greatest effort the state can take to remedy these misfortunes is to promote and develop exceptional training programs where pre-service teachers have numerous opportunities to apply theory to practice through hands-on experiences in the classroom. As a new teacher, sharing my views and experiences from my educator preparation program will hopefully provide the Commission with invaluable advice to continue to improve preparation program requirements and procedures.

Teaching is a career that I fell into after being laid off from my previous job at the onset of the global COVID-19 crisis. While I had worked with children in previous jobs at summer camps and performing arts schools, I had no idea how much true delight I would

experience from inspiring and guiding young learners. Having lived through my first year of teaching during a pandemic, I am even more passionate about training to become the most effective teacher that I can be in order to support California students in their educational foundations. I look up to the excellent senior educators that supported the students at the school where I worked, as they were able to surpass national predictions for learning achievements during the pandemic. I was able to see effective, theory-based practices in action, and can attest to their impact on student success.

It is my understanding that pre-service teachers benefit most from comprehensive preparation programs that encourage the application of theory to practice through in-classroom experiences (White, 2021). Having recently started my teacher preparation program, I have only just begun to examine the proactive ways I can ward off future job dissatisfaction by building effective teaching practices while in the preparation program so that I feel confident in my own classroom. Already I'm realizing how much the progression of the teaching profession has changed throughout the years, especially with increased efforts to educate students of all ages on social and emotional skills as well as digital citizenship. This is no "easy" job and I know that statewide preparation programs need to properly address the challenges that new teachers face amidst this everchanging 21st century landscape.

Providing service to the Commission on Teacher Credentialing will give me the satisfaction of doing my part to ensure preparation programs and state licensure are aligned from intention to practice. As a liaison I will also gain a unique understanding of the state's public education system, which will add to my development towards California Teacher Performance Expectation 6.7 which requires educators to "Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance" (CTC, 2016). On a more informal note, I grew up in the Sacramento valley and often travel to visit family. I live a short train ride away and would be delighted to attend commission meetings should they be held in person.

I have attached my unofficial transcript, admission letter, and university enrollment agreement

to this application, and I will be happy to provide official verification of my program enrollment if the Commission should decide to appoint me as a student liaison. Thank you for this opportunity and I look forward to hearing back about my application.

Sincerely,

Emily Richan

References

Commission on Teacher Credentialing. (2016, June). *California teaching performance expectations*. https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0

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Wong, H.K. & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. (5th ed.). Harry Wong Publications.