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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, Analyst, Executive Office

Strategic Plan Goal

Continuous Improvement

- **Goal 7.** The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.

Educator Preparation Student Liaison

Introduction

This agenda item provides information about the application and selection process for the Educator Preparation Student Liaison to the Commission on Teacher Credentialing (Commission). Applicants for the 2026-27 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, education partners, 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 August 7, 2026.

The Commission received eight applications from individuals interested in the Educator Preparation Student Liaison position. Staff worked with Commissioners Jose Cardenas, Annamarie Francois, and Mandy Redfern to screen applications and interview finalists for consideration by the Executive Committee. Four finalists, listed below, were selected for an interview via Zoom. The essay of interest for each finalist is included in the Appendix. Commissioners Cardenas, Francois, and Redfern will recommend one candidate to the Executive Committee for appointment to the Educator Preparation Student Liaison position.

Applicant Name	Educator Preparation Program	Credential Goal
Jaselle Camiling	California State University, Fresno	Multiple Subject
Manuel Martinez	Chapman University	Single Subject-Music
Jose Luis Rodriguez	California State University, East Bay	Administrative Services
Nam Vu	University of California, Riverside	Single Subject-Science

Staff Recommendation

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

Appendix

Essay of Interest from Finalists

Jaselle Camiling

Manuel Martinez

Jose Luis Rodriguez

Nam Vu

Jaselle Quinto Camiling
Executive Committee of the Commission
Educator Preparation Student Liaison Application
2 July 2026

Why I Wish to serve as the Educator Preparation Student Liaison

My name is Jaselle Quinto Camiling and I am applying to serve as the educator preparation student liaison. My journey as a student leader, advocate, and aspiring educator led me to apply for this role. I was honored to be recommended for this role by my dean of the Kremen School of Education and Human Development at California State University, Fresno, Dr. Sergio La Porta, because he recognized my leadership, dedication, and potential to make meaningful contributions in this role. I would be honored to represent and advocate for students who are preparing to become educators to the California Commission on Teacher Credentialing. As someone who is passionate about education and committed to serving students, I hope to ensure that the diverse perspectives and experiences of future teachers are heard, valued, and reflected in conversations that shape educator preparation programs across California.

This fall, I will begin my Multiple Subject Teaching Credential program through CalStateTEACH. This past spring, I graduated cum laude with distinction as a California Teaching Fellows Foundation scholarship student, earning my bachelor's degree in liberal studies. I was honored to be selected as a dean's medalist finalist and chosen as the Standard Bearer and Gonfalonier. While these honors reflect my academic achievements, they also reflected my commitment to leadership, service, and creating opportunities for my peers. I was committed to empowering students to become leaders and advocates themselves by establishing a Kremen Student Leadership Council, creating a space where future educators could develop leadership skills, build community, and advocate for the needs of their peers throughout their educator preparational journey. During the past two years of my undergraduate experience, I served as the ASI Senator of the Kremen School of Education and Human Development, where I was committed to serving and representing students preparing to become educators and ensuring their perspectives and needs were heard. In addition, I also served on campus committees such as the Diversity, Equity, and Inclusion committee, the Kremen dean search committee, the University Undergraduate Curriculum Committee, ASI Internal Affairs Committee, and the Kremen Equity Committee.

These leadership experiences have prepared me to serve as the Educator Preparation Student Liaison by strengthening my ability to listen to students, advocate for their needs, and collaborate with educational leaders to create meaningful change. Through representing my peers on university committees and within student leadership roles, I have learned the importance of ensuring student perspectives are included in conversations that shape educational policies and practices. As I continue to grow as a leader, I hope to expand my understanding of educator preparation at the state level while bringing the experiences, perspectives, and concerns of aspiring educators to the California Commission on Teacher Credentialing. This opportunity would allow me to continue learning from educational leaders while advocating for future teachers ensuring their voices are heard and valued.

At the heart of effective educator preparation is the recognition that students must have a voice in the conversations that impact their future. As aspiring educators, students bring diverse perspectives shaped by their experiences, challenges, and aspirations. They matter and they are essential because they provide firsthand insight into the strengths and areas of growth within teacher preparation programs. Through my leadership experiences, I have learned that effective representation begins with understanding the experiences and needs of those I serve. I strive to create spaces where students feel valued, heard, and empowered to share their perspectives. As the Educator Preparation Student Liaison, I would bring an open mind, a willingness to continue learning, and a dedication to ensuring that the voices of aspiring educators are reflected in conversations that shape the future of teacher preparation in California.

My experiences as a student leader have reinforced my belief that becoming an educator is a journey built on support, preparation, and the opportunity to have one's voice heard. While I have gained valuable experience advocating for students and developing as a leader, I recognize that this opportunity would allow me to continue learning, growing, and expanding my understanding of educator preparation at the state level. As the Educator Preparation Student Liaison, I hope to serve as a bridge between educator candidates and the leaders who shape their preparation by ensuring that student experiences, perspectives, and concerns remain at the center of these conversations. I am committed to bringing my passion for advocacy, my dedication to service, and my desire to continue learning as I support and represent California's future educators.

Student Liaison Essay

Manuel Martinez

Commission on Teacher Credentialing Application Essay

August 6, 2026

Introduction

Meet The Educator in Training

Greetings personnel committee, my name is Manuel Martinez and I am a first year graduate student in my teacher preparation program at the Attallah College of Educational Studies at Chapman University. My professional goals are to obtain my Master's degree and music credential with the intent of working at the postsecondary level. My educational journey ranges from working with special needs students as a Resource Specialist Programs (RSP) Instructional aide to substituting music and general education classrooms at the elementary school level. During each of these educational experiences, I have gained valuable insight and skills on the importance of community building, professional growth, and student advocacy. The student liaison advisor would be a great opportunity for me to utilize my skills to express the views and experiences of students in a teacher preparation program in a way that fosters professional growth.

Community Building

Building community with my peers through our mutual passion for education has supported me in creating an emerging network of students in teacher preparation programs. I regularly keep in contact with several of my peers in credential programs across southern California which include: San Bernardino, Los Angeles, and Orange Counties, where we share the challenges and triumphs of our diverse programs. I believe this diversified information would provide the commission with a decent understanding of how students in my cohort as well as others perceive their programs. In addition, this vacancy would be a wonderful way to collaborate with other students and educators so that I can be of resource to them.

Professional Growth

As an emerging educator, it is important to look for opportunities that push you out of your comfort zone to grow professionally. This opportunity would allow me to gain an understanding on how to prepare future students for their credential programs. In addition, I would like to surround myself with more experienced professionals to improve academic

register, conflict resolution as it relates to teacher programs, and leadership experience that extends beyond the classroom. Working alongside other professionals to resolve or better understand the student perspective aligns with my professional career goals through a new platform—one that will challenge me.

Advocacy

In closing, navigating a teacher preparation program can be a rewarding but challenging experience to say the least. As a first generation college graduate, I understand the adversities that prospective and current students pursuing a teaching credential can face. In a time where teaching practices and additions to credential program requirements are ever-changing, a student liaison position has never been needed more. If given the opportunity, I would hope to be of resource to all teacher candidates through conducting valuable feedback from my peers through collaboration, surveys and outreach. In addition, I would love to hear of opportunities from the commission on how I can be of resource in a way that is effective yet abides by their rules and policies. It would be a great opportunity and phenomenal platform to apply my dedicated experiences advocating student challenges and successes on behalf of my peers.

Jose Luis Rodriguez Jr

California State University East Bay PASC/MS Educational Leadership 2026 2028
2026-2027 Educator Preparation Student Liaison Application

I have been working in the California public education system for a total of 17 years, with 12 of them as a credentialed professional. I first started working in an afterschool enrichment program before pursuing my single subject teaching credential in life sciences. In the past 12 years working at Livermore High School, I have been part of many committees and leadership roles. I worked in the athletics department and served as the head volleyball coach for both the boys and girls volleyball program in which I rebuilt both programs to have a strong financial and player development foundation for subsequent coaches. In the classroom, I have taught and redesigned many of our classes to be NGSS aligned and redesigned the curriculum to modern day standards.

My leadership experience spans three years as Science Department Chair. In my department leadership role, I manage budgets, direct laboratory logistics, and lead 11 of my peers through professional learning committees and have brought up the same to PLC standards by using the science department as a model for other departments to develop their PLCs. Most recently, my work has shifted to refining systemic equity through the Multi-Tiered System of Supports and Grading For Equity committees to make sure students and educators are achieving success in the classroom. My experiences have given me multiple perspectives in understanding how state level policies impact district and site policies. I wish to serve as the Educator Preparation Student Liaison to bring this vital, ground-level practitioner perspective to the Commission on Teacher Credentialing.

My desire to be a part of the Educator Preparation Student Liaison comes from my student teacher learning experience, in which I was immediately thrown into a head teacher position with no prior formal training or structured onboarding. I had to learn classroom management, curriculum design, and assessment entirely by doing. However stressful this experience was, accelerated my development as an educator and taught me to operate as a highly adaptable veteran early in my career. As a department head, this and my duties as being an interviewer, has highlighted a significant systemic gap in teacher preparation. Although this experience worked for me and having lived through the disconnect between academic theory and classroom reality, educator preparation programs should not require candidates to rely on survival instincts. As a student entering the Master of Science in Educational Leadership and PASC program at California State University - East Bay, I want to collaborate with the Commission to ensure California's preparation pathways are supportive, and designed to set every new educator up for long term success.

To address these preparation challenges, I utilize a systemic diagnostic lens developed through

my coaching background. With the volleyball program, I had to build a sustainable program through the objective analysis of foundational skills, clear progress metrics, and structured player development pipelines. Using my coaching experience, I apply this exact methodology but tailored to educational systems. Whether its securing and administering a \$325,000 CTE grant, designing vertical alignment for our district's Multi-Tiered System of Supports, or leading site level pilots for Grading for Equity, my focus is always on refining systems to better serve people by helping educators improve their work life balance, while also providing students with the attention they need to achieve personal and academic success. As the Student Liaison, I will use this analytical approach to help the Commission evaluate preparation standards, analyze credentialing data, and ensure that our state level policy decisions are grounded in data driven and practical classroom realities. My experience working closely with school leadership and collective bargaining units has taught me how to navigate complex organizational structures and build consensus among diverse stakeholders, a skill set that is critical when representing student viewpoints at the state level.

Ultimately, I am applying for this role because I believe that preparing and supporting future educators is the single most important investment we can make for California's future. The Educator Preparation Student Liaison must be a steady, experienced, and objective voice who can bridge the gap between candidate preparation and statewide policy. My background has prepared me to carry out the responsibilities of this appointment, including analyzing complex policy agendas and actively participating in Commission meetings in Sacramento. I am eager to represent the diverse experiences of my peers across California, ensuring that our state's credentialing systems remain equitable, practical, and highly responsive to the needs of the next generation of educational leaders.

Nam Vu

When I first discovered the Educator Preparation Student Liaison position, I felt a mix of genuine astonishment and quiet sadness. I was encouraged that the state created a role to seek feedback from student teachers. Yet, I was deeply saddened that this opportunity remains virtually invisible. Throughout my time in college, not a single professor or Teacher Education Program (TEP) staff member had ever mentioned that such an opportunity existed. This lack of visibility reflects a broader systemic issue: candidate educators simply do not know they have a voice that belongs in state policy discussions.

This lack of awareness reinforces a culture of learned helplessness among aspiring teachers. In our undergraduate education courses, aspiring teachers spend hours analyzing systemic flaws and reflecting on their educational experiences. Yet, at the exact same time, we are conditioned to view policy as something that happens *to* us (a series of top-down mandates that we must learn to quietly adapt to and survive under) rather than something we have the agency to shape. I firmly believe that this pervasive sense of powerlessness is a major driver of educator burnout. It forces teachers to feel like passive caretakers applying temporary fixes, rather than empowered professionals capable of driving the systemic reforms that address root societal problems. I want to imagine a different world where educators feel heard.

Unlearning this sense of helplessness is tough because hope runs contrary to the passive compliance we are often taught. However, my desire to challenge the status quo was inspired by a professor who shared the profound anguish felt by educators following the passage of Proposition 227, which restricted bilingual education, and the decades-long struggle to advocate for multilingual learners. Hearing about that historical fight made me realize that educators *do* have the power to fight for their students and that advocacy belongs to every educator. This realization completely transformed how I view my peers' contributions in our education classes.

In my education classes at UCR, I listened to peers who share deeply perceptive insights and moving personal stories about the education system. I realized that future educators possess rich and diverse background experiences and profound wisdom regarding how education should function. Tragically, these powerful discussions almost always end with the resignation that "these ideas are just going to stay in this classroom." There was no clear pathway connecting the vibrant wisdom of aspiring teachers to a wider audience or to state

leadership.

As Student Liaison, I plan to actively bridge aspiring students to policy makers by demystifying Commission governance for my fellow candidates. I will increase state-level transparency by spreading awareness about meeting agendas and official minutes. Furthermore, I want to guide my peers in exercising their own collective voice. By educating my peers on submitting public comments and advocating for their lived experiences before the Commission, I will help them realize that state policy meetings are an accessible platform for their voice.

Ultimately, serving as the Educator Preparation Student Liaison aligns directly with my core teaching philosophy: to listen to diverse voices and actively challenge the paternalistic ideas that dominate education. We must dismantle the top-down assumption that says, "I am an official and I know what is best for education," or "I am a teacher and I know what is best for students." Real progress requires us to stop assuming and start listening to the communities we serve. What do candidate teachers/students actually need? What structural barriers make them struggle? What made them feel really supported and empowered? By serving in this role, I will bring essential candidate experiences directly to the Commission. This will ensure that future educators are not just surviving policy, but actively helping to shape it.