
2A

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

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 an Educator Preparation Student Liaison to the Commission on Teacher Credentialing (Commission). Applicants for the 2024-25 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 July 30, 2024.

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

Applicant Name	Educator Preparation Program	Credential Goal
Amber Olmos	California State University, Dominguez Hills	Pupil Personnel Services-Child Welfare Attendance and School Counseling
Lizeth Rodriguez	Santa Clara University	Multiple Subject with Bilingual Authorization

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

Amber Olmos

Lizeth Rodriguez

Awareness. Access. Advocacy. These are the pillars of my legacy as a Queer Xicana, warrior, educator, and community leader. Born and raised in Inglewood and Lennox, California I am a proud product of community nourishment and investment. I am the proud daughter of two Mexican immigrant parents and sister to five siblings. I am a first generation college graduate and Masters candidate. These identities are the reason I am eager to pursue the Educator Preparation Student Liaison because I believe in the transformative power of education and am committed to contributing to the consistent enhancement of California educator preparation programs. With a background deeply rooted in education, both as a scholar and an aspiring educator, I have firsthand experience of the challenges and opportunities within the education system. This position would allow me to bridge the gap between students and the Commission by ensuring that student voices are heard and considered in policy-making processes.

As a scholar in a Commission-approved Educator Preparation Program, I have consistently sought opportunities to lead and advocate for my colleagues throughout my academic trajectory. I have collaborated with California State University, Dominguez Hills (CSUDH) faculty and peers as the 2023-2024 Graduate Counseling Association (GCA) President to improve our learning environment. The GCA promotes leadership opportunities, supports personal and professional growth, and cultivates generational relationships amongst school and college counselors. My leadership role in this organization has honed my advocacy skills, enabling me to effectively communicate and represent intersectional perspectives. It inspired me to campaign for the Associated Students Incorporated (ASI) College of Education (COE) Representative position.

Graduate and extended education students are a minority on the CSUDH campus and approximately compose 11% of our overall student population, according to “Fall 2023 State-

Support Enrollment Profile of CSUDH Students” (2023). However, graduate and extended education students approximately comprise 60% of the COE enrollment population, according to the aforementioned report. I recognized the lack of graduate and extended education student general representation because of inaccessibility to resources. Therefore, I campaigned for and successfully won the ASI COE Representative position to increase resource awareness, access, and advocacy for this student population. The Educator Preparation Student Liaison role would allow me to expand my advocacy efforts to a statewide platform, ensuring that student perspectives are integral to the Commission’s decision making process.

Serving in this position would allow me to positively contribute to the educational community, and grow personally and professionally to further prepare for my career. I am passionate about fostering an inclusive and supportive environment where every scholar can thrive. I would work diligently to uphold the integrity, relevance, and high-quality of the preparation, certification, and discipline of educators. I will offer meaningful feedback when reviewing and adopting standards, guidelines, and regulations for the approval, accreditation, and evaluation of professional preparation programs based on my academic and student advocacy experiences. Ultimately, I am devoted to advancing exceptionally prepared and qualified educators to transform California students' overall learning and quality of life.

Hello,

My name is Lizeth Rodriguez, and I am writing to express my interest in the Educator Student-Liaison position with the CTC, as recently advertised. With my background as a first-generation Latina student pursuing a multiple subject credential, I am eager to contribute to the California Commission on Teacher Credentialing (CTC) Board by providing unique perspectives and experiences.

As a first-generation college student, I have navigated the educational system with determination and resilience. My personal journey has equipped me with firsthand knowledge of the challenges faced by underrepresented students, particularly those from diverse cultural backgrounds. I am passionate about fostering inclusive educational environments that support the academic and personal growth of all students.

Currently enrolled in Santa Clara University to obtain my multiple subject teaching credential, I have gained valuable classroom experience through my ECE employment, and courses at Santa Clara. These experiences have strengthened my commitment to educational equity and advocacy. I am particularly interested in how policy decisions made by the CTC can positively impact the educational outcomes of students from diverse backgrounds.

I believe my background, coupled with my passion for educational equity and policy advocacy, aligns well with the goals of the CTC Board. As a student educator actively involved in a rigorous program, I understand the commitment required. Given the demands of an employment or student teaching position, it may not be feasible to attend meetings that require extended absence from these responsibilities. However, I am committed to participating and contributing effectively within the scope of my availability and responsibilities. Fridays are generally feasible for attendance, but Thursdays present scheduling challenges due to my teaching commitments.

Thank you for considering my application. I am enthusiastic about the opportunity to discuss how my background and experiences can contribute to the important work of the CTC Board. I look forward to the possibility of discussing this opportunity with you further.

Warm regards,

Lizeth Rodriguez