



Credential Office Newsletter

Spring 2021
Volume 43

As many of you know, Dr. Jim Roy has officially retired from PUC. Below you will find a farewell letter from Dr. Roy to his students, colleges and friends.

During the spring of 2000 I was working in my office when I received a phone call. I was serving as an associate superintendent of education in the Oregon Conference and expected that the call would be from one of the principals or teachers with whom I worked. Instead, the call was from Dr. Jean Buller and, to my surprise, she asked me if I had any interest in teaching within PUC's education credential program. The call came out of nowhere, yet as I thought about the possibility I had to admit that I did have an interest. After visiting Angwin and interviewing for the position, and after being invited to join the PUC Education Department team, I was faced with an important decision - to stay in the K-12 system in which I had spent the first 22 years of my career or to jump to a new system, the system of higher ed and more specifically to a teacher credential program. I wanted to make the right decision, but as is often the case there were pluses and minuses in both options. I had taken the Oregon job only a year before, including buying a house, so leaving at that point was no small thing. Seeking counsel I went into the office of my boss, Dick Molstead, who was the educational superintendent and the person who had hired me. Rather than treat me with frustration or muted disgust at the possibility of my leaving, he listened patiently as I shared the decision I was struggling to process. With a logic honed during his early years of engineering, he looked at me and asked, "Five years from now do you want to be sitting where I am sitting or do you want to be in a classroom with students?"

It's amazing how powerful the right question can be at the right moment. For me that question had almost an instant impact. The decision, blurry when I entered his office, came into focus, as I realized that I was going to choose to start a new life as a teacher in the credential program at PUC.

And so in the fall of 2000 I began teaching at PUC, and in the process I have had the privilege to work with the candidates who have come through our program. There is a camaraderie within the K-12 system that I have, at times, missed, but I have not regretted my decision to teach future teachers.

Over the years I have kept every one of the placement books that highlight candidates when they are ready to be employed. It is a special joy for me to look back at your pictures in those books. Many good memories for me, to be sure. It has been good to stay in touch with a number of you over the years. Hard to believe that those of you who were in my first classes at PUC are now halfway through your career.

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Save The Date!

- Spring Quarter Begins
3/29/21
- Pre-Session Student Teaching Orientation
5/19/21
- Student Teaching Orientation
5/26/21
- RICA Review
TBA
- CBEST Test Date
5/2/21
- Teacher Dedication
TBA
- Graduation
6/13/21



PACIFIC UNION COLLEGE
EDUCATION DEPARTMENT

EDUCATION BUILDING/
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ANGWIN, CA 94508

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FOR INFORMATION ABOUT
THE EDUCATION DEPARTMENT PROGRAMS CONTACT
THE CREDENTIAL OFFICE
AT

TEACHINGCREDENTIALS
@PUC.EDU



DEGREES /CERTIFICATION PROGRAMS OFFERED AT PUC

A.S. and B.S. in Early Child-
hood Education

B.S. Liberal Studies

Seventh-day Adventist
BASIC certification pro-
grams for secondary and
elementary

California PRELIMINARY
certification programs for
multiple and single subjects

Seventh-day Adventist
PROFESSIONAL certifica-
tion program

Master of Arts in Teaching
Degree leading to elemen-
tary or secondary certifica-
tion

Master of Education Degree
for practicing teachers.

We Learn . . .
10% of what we read
20% of what we hear
30% of what we see
50% of what we see and
hear
70% of what we discuss
80% of what we
experience
95% of what we teach
others

- William Glasser

CLASS OF 2021

Education Candidates:

Hannah Beachboard

Michael Camacho

Sydney Foliente

Melanie (Karla) Ramos

Jordyn Washinger

Morgan Williamson

Michele Hipolito– Master of Arts in Teaching

Kim Thompson-Master of Arts in Teaching

Early Childhood Education Candidates:

Kelly Dixon-A.S.

Krysthel Gamayo-B.S.

Katerinne Perez-B.S.

CREDENTIAL & CERTIFICATIONS EARNED IN 2021

California State Preliminary Teaching Credential Mul- tiple Subject Authorization and/or Seventh-day Ad- ventist Basic Teaching Certificate, Elementary En- dorsement

Sydney Foliente-Multiple Subject

Jezarelle Kho-Multiple Subject

Gloria Luna-Multiple Subject

Melanie Ramos-Multiple Subject

Chace Rogers– Multiple Subject

Mariah Sagehorn-Multiple Subject

Justine Tabiolo-Multiple Subject

Jennifer Terrones-Multiple Subject

Jordyn Washinger-Multiple Subject

Megan Weems-Multiple Subject

Morgan Williamson-Multiple Subject

California State Preliminary Teaching Credential Sin- gle Subject Authorization and/or Seventh-day Advent- ist Basic Teaching Certificate, Secondary Endorse- ment

Nicholas Borchik– Social Studies

Kyle Bullington-PE and Spanish

Elijah Ewing-PE

Kwuan Guerrero-English

Michele Hipolito-Music

Dual Credential California State Preliminary Teaching Credential Multiple and Single Subject Authorization and/or Seventh-day Adventist Basic Teaching Certifi- cate, Elementary and Secondary Endorsement

Cassandra Chavez-Multiple Subject and English

Kim Thompson-Multiple Subject and Religion

**The Education department faculty and staff are very
proud of you! We wish you all the best as you begin
your teaching journey!**



Credential Program Application for Fall 2021!

If you are planning to begin methods courses next year, **SPRING QUARTER** is the time to begin your application to the credential program. This happens through a formal application and admission process that **SHOULD BE COMPLETED BY THE END OF YOUR**

SOPHMORE YEAR. If you are not sure when to apply to the program, please contact your advisor as soon as possible!

Formal admission should be made before August 1, 2021, so that you will have plenty of time to complete program requirements. It is best to begin the process in spring quarter. Here are the requirements to gain admission to the program.

- Meet the prerequisites for admission: one quarter of successful college work, a GPA of at least 2.75, and completion of EDUC 101 with a C- and 101 Lab with a B-.
- Complete an application for Program Admission in the Credential office
- Collect the required documents for admission. See the Credential Analyst for details.
- Meet the Basic Skills Requirement with passing SAT, ACT or CBEST scores.
- Obtain a Certificate of Clearance
- Complete an interview with the Credential Analyst and submit your full application with all required documents.

If you need an application, or have any questions regarding the application process please contact Sarah Gitter, the Credential Analyst at teachingcredentials@puc.edu. You can also find most documents provided for you in the Education department lobby or online at www.puc.edu/academics/departments/education.

Certificate of Clearance

Completion of the LiveScan fingerprinting and issuance of a Certificate of Clearance verifying you do not have a criminal record are prerequisites to formal admission to the Teacher Preparation program and participation in field experiences in K-12 classrooms.

Pick up the LiveScan and Certificate of Clearance packet in the Education Department. If you have any questions regarding the Certificate of Clearance please contact Sarah Gitter, the Credential Analyst at teachingcredentials@puc.edu.

The CBEST EXAM

CBEST is the California Basic Educational Skills Exam. It can be used to fulfill the basic skills requirement for admission to the teacher credential program.

Take the exam as soon as you have made a firm decision to select teaching as a career. Don't wait!

The CBEST includes three sections: reading, writing, and math. The passing score for each CBEST test is 41, although scores as low as 37 are accepted if the total score for all three tests is at least 123.

CBEST is available at PUC as a paper based, non-Saturday, test four times per year. It is also available as a computer based test on any chosen date. However, tests in this format must be taken at a Pearson Professional Test Center off campus in various locations across the state.

Prepare carefully for the CBEST. Do not attempt the test without preparing first. Study guides are available in the Education department and we can arrange for tutoring help.

For information on how to register grab a registration packet from the brochure rack in the lobby or visit, www.ctcexams.nesinc.com.



"Did you know Mrs. Smith is not only a teacher, but an educator too?"

Orientation Meetings

RICA REVIEW:

This review for the RICA exam is provided by Dr. Buller for candidates who will take RICA at the conclusion of the student teaching experience. Review takes place in EDUC 498/598-Student Teaching Seminar.

PRE-SESSION STUDENT TEACHING ORIENTATION :

This session is required of all candidates who will complete Pre-Session during Summer 2021. It provides in depth information about the expectations and requirements of the experience. By invitation only.

FULL-TIME STUDENT TEACHING ORIENTATION:

This session is required of all candidates who will complete full-time Student Teaching during any quarter of the 2021-2022 school year. It provides a Student Teaching Handbook, harassment training, and information about the expectations and requirements of the full-time student teaching experience. By invitation only.

CSET

The California Subject Exam for Teachers (CSET) is the state -required exam which all candidates must take to demonstrate that they are competent in the subject matter they wish to teach. State law requires that CSET must be passed in full before a full-time student teaching experience may begin. The Education department requires passage of CSET one full quarter prior to the start of student teaching. The CSET should be taken well ahead of the student teaching deadline so that there is time to retake the test if it is not passed on the first attempt. Take and pass CSET early to avoid postponement of student teaching!

When you receive your official CSET scores, don't forget to send them directly to the Credential office!

Attention Adventist Mission Scholarship Recipients!

Students who began receiving the Adventist Mission Scholarship during the **2020-2021** school year are required to complete a partial application to the credential program by the end of spring quarter.

Students who began receiving the Adventist Mission Scholarship during the **2019-2020** school year are required to be formally admitted to the credential program by then end of spring quarter.

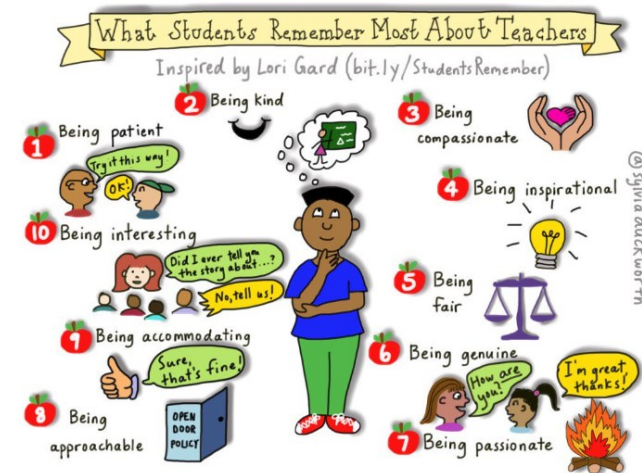
If these requirements are not met by the deadlines above, your scholarship will be cancelled for the **2021-2022** school year. If you have questions please contact the Credential Analyst at teachingcredentials@puc.edu



Reminders for 2021 Program Completers!

Exit Interviews

If your credential program is complete, and you are ready for a credential recommendation...Don't forget your EXIT INTERVIEW with the Credential Analyst. You should complete your exit interview by the end of May! Exit interviews can be done over the phone!



I'm Hired!

Please remember to let us know when you are hired. We will miss you and want to keep in touch with you!

Fill out an I'm Hired form and return it to the Credential office

*True education prepares the student for the joy of service in this world
and for the higher joy of wider service in the world to come.*

-EG White

Education Days 2021

On February 2, ten credential candidates from the Education department participated in our first ever virtual Education Days event. In preparation for the event, candidates prepared a short video of introduction. They also shared information about the credentials they were earning, their teaching experience, as well as personal information about their hobbies, interests and travel experience. This information was then collected into a placement book that was sent out to all superintendents and principals in the Pacific Union Conference as well as local public school district superintendents and principals.

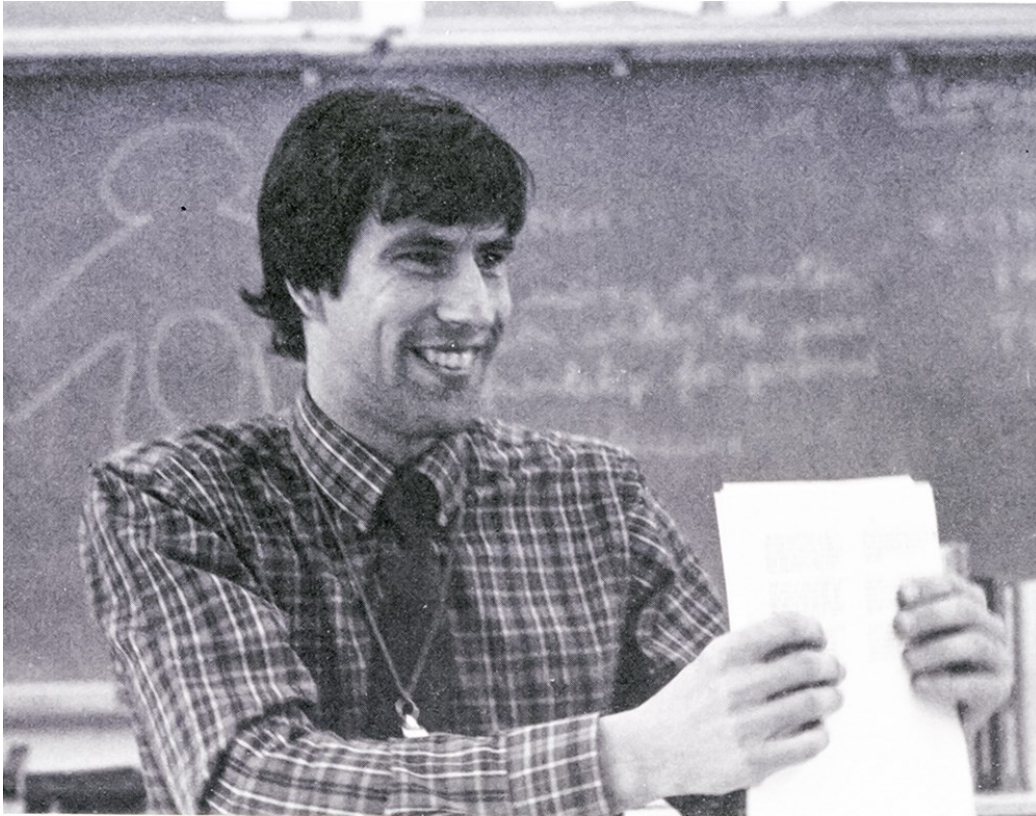
Typically during our Education Days event candidates are able to meet superintendents and principals at an evening diner and at a job fair the following day. Though we were not able to meet in person this year, we didn't want to lose the opportunity for our candidates to make the important connections to principals and superintendents looking for teachers to hire. So we decided to go virtual. Using Zoom as a platform, we created a schedule for each attendee with links for each interview. This allowed our candidates to participate in 15 minute interviews with representatives from schools in Washington, Oregon, California, Nevada, Utah, Arizona and Hawaii. During the three and a half hour job fair, our candidates were able to participate in as many as ten interview with potential employers.

While we missed meeting together in person this year, we believe the event was a great success for our candidates. The Education department feels that giving our teacher candidates the opportunity to participate in the Education Days job fair is a key part of our program. Our teacher candidates are highly sought after, in fact, teacher candidates who complete our program have a 100% hire rate.

We are proud of all our candidates and wish them all well as they step into their first classroom next year! Congratulations!

Mission Statement

The mission of the Education Department is to develop professional, dedicated, committed, Christian teachers who have the skills and teaching strategies necessary to create a rigorous, stimulating, and caring classroom climate where learning takes place for all students.



Continued from page 1...

I met William Glasser in August of 2000, the month before I moved to Angwin and began working at PUC, and as a result all of my Choice Theory growth and activity - training to become a faculty member of the Glasser Institute; researching and writing the Soul Shapers book; completing a doctorate on the ideas of William Glasser; researching and writing Glasser's biography; and starting and maintaining The Better Plan blog - all occurred during my time as a teacher in the credential program. I shared Choice Theory themes and principles as it seemed appropriate. A number of you seemed to latch onto Choice Theory with an excitement similar to my own. I hope the ideas have continued to be helpful.

The important thing, though, is not that you think like me, but instead that you stay on the lookout for ideas and approaches that add meaning to your own life and that add to the quality of your students' learning. During my career I was attracted to strategies based on the approach of cooperative learning, and later to strategies based on the ideas of Choice Theory. But you must find your way; you must find the learning strategies and ideas to which you are attracted. If you learned anything in my classes during your time at PUC, I hope you learned that you are capable of seeking, discerning, and choosing a better way, a better plan, or a best practice. This is the journey you are now on - to find the better way - and the journey your students are just beginning. (They need you.)

Thank you Dr. Roy! You will be greatly missed.