



## AAQEP Annual Report for 2020

*For instructions on how to complete this report, who should complete which sections, and how to submit the final report, please refer to [this guidance document](#).*

Provider/Program Name: University of Guam

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): n/a

### **PART I: Publicly Available Program Performance and Candidate Achievement Data**

#### **1. Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

##### **The University of Guam**

The University of Guam’s mission is *Ina, Diskubre, Setbe* – to Enlighten, to Discover, to Serve. It is dedicated to the search for and dissemination of knowledge, wisdom, and truth. The University exists to service its learners and the communities of Guam, Micronesia and the neighboring regions of the Pacific and Asia. The University prepares learners for life by providing the opportunity to acquire knowledge, skills, attitudes, and abilities through the core curriculum, degree programs, research, and outreach. At the Pacific crosscurrents of the East and West, the University of Guam provides a unique opportunity to acquire indigenous and global knowledge.

The University of Guam is an open admission, land-grant institution accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) and is the major institution of higher education in the Western Pacific. A central part of the Land-Grant mission requires the University of Guam to engage with the community, serve the needs of Guam and the Micronesia region, and provide knowledge-based research to the community. With a gorgeous view of Pago Bay and the Pacific Ocean, the University is a 161-acre campus on Guam's east coast. As the largest of some 2,000 islands that make up Micronesia, Guam is about three hours flying time from Tokyo, Manila, Taipei, Hong Kong, and Seoul and occupies a major strategic location for the United States that operates large U.S. Navy and Air Force bases.

### **The UOG School of Education**

The mission of the School of Education (SOE) is to prepare teachers, professionals, and leaders in education to meet the multicultural educational demands of Guam and the region in the Pacific.

The Unit consists of all academic programs that lead to certification or licensure both at the initial and the advanced levels. SOE offers two bachelor's programs and seven master's programs, leading to careers in teaching, counseling, reading, school leadership, and other fields. SOE is organized into two academic divisions: 1) Foundations, Educational Research and Human Studies (FERHS); and 2) Teacher Education and Public Service (TEPS). FERHS provides foundations for undergraduate and graduate students and hosts two graduate programs in Administration and Supervision as well as Counseling. TEPS provides undergraduate programs in Elementary and Secondary Education and graduate programs in Teaching, Reading, Special Education, Secondary Education, and Teaching English to Speakers of other Languages (TESOL).

### **Public Posting URL**

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

Link (available by 1/15/21) – <https://www.uog.edu/schools-and-colleges/school-of-education/reports>

## 2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2019-2020**

<b>Degree or Certificate</b> granted by the institution/organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> currently enrolled	<b>Number of Completers</b> in 2019-20
Elementary bachelor's (BAE)	K-5	153	14
Secondary bachelor's (BAE)	6-12, with license areas: Math, General Science, Fine Art, Career & Technical Education, PE & School Health, Japanese, English, History, Government, Consumer Family Science	131	19
Master of Arts in Teaching (MAT-ELEM or MAT-SEC)	K-5 or 6-12 in content area	22	11
MA in Counseling	School Counselor or Community Counselor	52	12
MEd in Administration and Supervision	Administrator	15	4
MEd in Reading	Reading Specialist PreK-12	41	22
MEd in Secondary Education	None	16	12
MEd in Special Education	Special Education PreK-12	8	0
MEd in TESOL	English as a Second Language (ESL)	9	4
<b>TOTALS:</b>		<b>458</b>	<b>98</b>

### Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)



### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

1. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
458
2. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
98
3. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
Of the 98 completers, 79 would be recommended for certification but that doesn't mean all completers applied for a certificate. All initial program completers (44) go for certification immediately. For the advance programs, they may choose not to pursue certification. For example, in the Administration & Supervision program, although all four are recommended for a certificate, none of the four applied at this time. The MEd in Secondary Education completers do not qualify for an additional certificate.
4. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe <b>and</b> in 1.5 times the expected timeframe.
The timeframe for the expected undergraduate cohort completion is four years and 1.5 times that is 6 years. Based on this data, the SOE needs to look much more carefully into the data because it doesn't appear to be consistent with the numbers of advisees in elementary and secondary. This data was provided by our Office of Institutional Effectiveness. Additionally, it is being rebuilt because of a ransomware attack on our system so only one cohort of data is available and that is the 2014 cohort.

Start Term	Declared Program	Head Count	Percent (%) Graduated in 4 years	Percent Graduated in 6 years
14/FA	Elementary	7	0%	28.6%
14/FA	Secondary	15	6.7%	40%
14/FA	Undeclared	16	6.3%	31.3%
14/FA	SOE	38	6.7%	31.1%
14/FA	UOG First-time, Full-Time Freshmen Cohort	527	12%	37.6%

**5. Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

The following data is provided by ETS Data Manager. If there are too few scores in a particular area, the data is not aggregated to show cumulative pass rates. The teacher performance assessments are administered by Praxis and based on data from the previous year up to September, 60% of the tests are for secondary educators, 30% are for elementary, and 10% are for middle school. The following scores had enough test takers (5 or more) to show the pass rate percentage.

Test #	Test Name	Pass Rate
5018	Elementary Ed: Content Knowledge	54.55%
5038	English Lang. Arts: Content Knowledge	55.56%
5081	Social Studies: Content Knowledge	80%
5169	Middle School Mathematics	60%
5622	Principles of Learn Teach: Grades K-6	100%
5624	Principles of Learn Teach: Grades 7-12	94.44%

The School of Education also had test takers in multiple areas including General Science (5435), Health and PE (5857), Professional School Counselor (5421), Mathematics (5161), ESL (5362), Music (5113), Art (5134), Middle School Science (5440), Reading Specialist (5301), School Leaders Licensure Assessment (6990), and the Special Ed: Core Knowledge & Application (5354).

Although three tests here indicate a below 80% pass rate, all initial educator test takers must pass the Praxis content and PLT in order participate in student teaching or internship. The difference with the data provided by ETS, is that this data is inclusive of anyone who chooses to identify UOG as a score recipient. The student may not have majored in English but challenges the exam and does not pass, this affects the pass rate. Praxis data is shared with the content faculty and this has led to changes in programs to offer courses that would better prepare students for the district curriculum and the Praxis exam. An example of how data is shared with the content faculty is provided here for ELA:

Name	Test Date	Reading	Lang. Use/Vocab	Writing, Speaking, listening	Score (passing score is 167)	Completion Date.
Student 1	1/04/19	32/41	20/28	30/41	176	FA 19
Student 2	1/22/19 x2	32/41	23/28	33/41	182	FA 19
Student 3	8/5/19 x3	29/41	21/28	29/41	172	FA 19
Student 4	8/2/18	35/41	28/28	34/41	191	SP 19
Student 5	10/1/18	36/41	26/28	28/41	185	SP 19
Student 6	11/12/19	29/41	18/28	28/41	168	SP 20
Student 7	10/25/19	32/41	25/28	28/41	179	SP 20

The advance program completers:

Program	Passing Score	AY 2016-17		AY 2017-18		AY 2018-19	
		n	Mean	n	Mean	n	Mean
Professional School Counselor (PSC) *	156	7	159	5	158	16	162
School Leaders Licensure Assessment (SLLA)	163	4	170	8	169	3	171
Reading Specialist*	164	8	168	9	176	4	174
Special Education: Core Knowledge and Application	151	9	168	10	169	6	169
English to Speakers of Other Languages (ESOL)	164	0		2	161	6	176

\* Not all program completers are required to take the Praxis Subject Assessment

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Graduates from the initial educator preparation and advanced programs were surveyed in Fall 2019 asking how classes and field experiences at the SOE gave them ample opportunities to learn or extend their teaching expertise in five categories. The Fall 2019 Completer survey is SOE's initial attempt to sample advanced completers' perspectives of how SOE's classes and field experiences gave them ample opportunity to learn or extend their teaching expertise and clinical practices. The survey contained 26 items and was sent to two groups of completers: SP15-FA15 and SP18-FA18 across all programs. The intent was to survey completers who had exited our programs at four-years and one-year prior to taking the survey. There were twenty-five (N = 25) out of 113 initial completers who responded for a 22% response rate. The breakdown of the 25 respondents by grade level they were teaching was: 9 elementary and 10 secondary, with the 6 remaining not indicating a specific grade level. In the advanced programs there were seventeen (N=17) out of 91 advanced completers who responded for a 18.6% response rate. The breakdown of the 17 respondents by program was: 4 administration and supervision, 6 reading, 3 secondary education, 1 Special Education, 1 TESOL, with 2 not indicating a specific program. The scale for both initial and advance surveys were Not Applicable (0), Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

The Initial Educators were surveyed on their planning, classroom management, incorporating diversity, utilizing assessment, and embodying professionalism. Completers agreed to strongly agreed that they were adequately prepared in the areas of planning and classroom management. The one area under classroom management that may need more attention is dealing with disruptive behavior that had an average of 2.76. Incorporating diversity indicated a need to focus on adapting instruction for advanced students with an average of 2.83. The lowest overall area was utilizing assessment where the average scores ranged from 2.80 to 2.92. Finally, completers would like more experience or preparation for communicating with parents, where the average results on the 4 point scale was 2.7.

The advance program completers were surveyed on planning, management, incorporating diversity, utilizing assessment, and embodying professionalism. The respondents overwhelmingly agreed to strongly agreed that their programs prepared them for all areas with average scores ranging from 3.14 to 4.0. There was consistently one student respondent who was not satisfied with their program.

The next survey will take place at the end of January 2021. The goal is to reach out to those who completed their programs in SP16-FA16 and SP19-FA19.

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

For SY 2017-18, there were 32 new teacher graduates from the University of Guam School of Education (SOE) who were placed in 17 out of the 41 Guam Department of Education schools. The link to the SOE Employer Survey was emailed to the school principals to complete online using Qualtrics. The principals were asked to complete one survey per first-year teacher in their respective schools. The breakdown by school level of the number of teachers who were assessed is as follows:

- Elementary: 9 out of 12 first-year teachers were rated (75%)
- Secondary: 14 out of 20 first-year teachers were rated (70%)
- OVERALL: 23 out of 32 first-year teachers were rated (72%)

The first part of the survey included 34 items in which the principals were asked to rate their satisfaction with the professional preparation using a five-point Likert Scale. The scale used was: 5 = *very satisfied*, 4 = *quite satisfied*, 3 = *satisfied*, 2 = *somewhat satisfied*, 1 = *not satisfied*, and 0 = *not observed*. The different aspects of teacher effectiveness rated on the survey included: Accommodations for student diversity, assessment, classroom management and environment, content knowledge, instructional delivery, interpersonal communication, lesson planning and preparation, technology, and professionalism. The two areas rated the lowest were Accommodations for student diversity with an average rating on three questions of 3.3 and assessment with an average rating of 3.46 on three questions. Interpersonal communication had an average rating of 3.7 with five questions in that section.

As stated earlier, our advanced program completers don't necessarily communicate with their school administrators that they are pursuing an advanced degree and nor are they required to enter the field of their advanced degree. At this point, we do not have a survey for the advanced degree programs because of the lack of data we would have available. Please note, at the start of AY 19-20, we made a decision to administer the employer survey during April to see if we could increase our response rate. Unfortunately the schools were shut down in March and when we communicated with the principals, they requested we wait on administering the survey. They were contacted again at the start of AY20-21 and again, indicated too much was going on for them to worry about a survey. Having respected the current condition and needs of the school administrators, we delayed the administration of the survey for our 18-19 initial educators but intend to administer it during the winter break 2020.



**8. Employment (and/or more schooling) rates** for the immediate prior year's completers, if known.

The GDOE communicates this information with us on a semesterly basis for the initial educators. Communication has changed somewhat due to the pandemic. The current data is Spring '19 and Fall '19. From those numbers, there were 18 initial educators in spring of 2019 and 29 in fall of 2019. Of those **91%** are employed with the Guam Department of Education.

#### **4. Candidate Academic Performance Indicators**

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
GPA	Required GPA for Undergraduate is 2.7 Required GPA for Graduate is 3.0	At exit, GPA averages for the past three academic years across the three initial educator preparation programs indicate our completers continue to be high academic achievers with GPA means ranging from 3.38 to 3.83.

<p>Praxis Core</p>	<p>Candidates applying for admission into the educator preparation program are required to pass Praxis Core. The passing scores are established by the same law that created the Guam Commission for Educator Certification.</p> <p>Reading requires a passing score of 156  Writing requires a passing score of 162  Math requires a passing score of 150</p>	<p>It is recognized that in order to be admitted to the School of Education you have to pass the Praxis Core. So, we have a 100% pass rate. However, it is important that the SOE continue to monitor the number of test taking attempts and area of most need. The SOE has worked with the math department on campus to include a math for educators course to help candidates on the geometry portion of the Praxis Core Math. SOE does provide assistance through SOE Peer Advisors and the SOE Student Success Center resources to assist students with Praxis Core tutorials to prepare for or retake the exams.</p> <p>We are also monitoring the effectiveness of ETS's use of Kahn Academy to see if it has reduced the number of attempts required to pass the tests.</p>																																																																																								
<p>Praxis Subject Assessment</p>	<p>The following Praxis Subject Assessments are requirement prior to Student Teaching or Internship. The expectation is that all students will pass.</p> <p>Elementary Education: Content Knowledge: 163</p> <p>Middle School Mathematics: 165</p> <p>Middle School Science: 150</p> <p>Art: Content Knowledge: 158</p>	<p>Data from our QAR submitted in May 2020 reflects the following information on our Praxis Subject Assessment results.</p> <table border="1" data-bbox="1203 984 1898 1365"> <thead> <tr> <th>Program</th> <th>Passing Score</th> <th>AY 16 - 17</th> <th></th> <th>AY 17 - 18</th> <th></th> <th>AY 18 - 19</th> <th></th> </tr> <tr> <td></td> <td></td> <th>n</th> <th>Mean</th> <th>n</th> <th>Mean</th> <th>n</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Elementary K-5</td> <td>163</td> <td>12</td> <td>170</td> <td>21</td> <td>168</td> <td></td> <td>169</td> </tr> <tr> <td>SEED/CFS</td> <td>153</td> <td>1</td> <td>161</td> <td>1</td> <td>153</td> <td>0</td> <td>0</td> </tr> <tr> <td>SEED/FA</td> <td>158</td> <td>1</td> <td>167</td> <td>1</td> <td>169</td> <td>3</td> <td>162</td> </tr> <tr> <td>SEED/Lang -Arts</td> <td>167</td> <td>7</td> <td>172</td> <td>0</td> <td>0</td> <td>5</td> <td>181</td> </tr> <tr> <td>SEED/Gen. Sci.</td> <td>150</td> <td>4</td> <td>160</td> <td>4</td> <td>154</td> <td>2</td> <td>155</td> </tr> <tr> <td>SEED/Math</td> <td>160</td> <td>1</td> <td>177</td> <td>0</td> <td>0</td> <td>1</td> <td>165</td> </tr> <tr> <td>SEED/Music</td> <td>139</td> <td>0</td> <td>0</td> <td>1</td> <td>166</td> <td>0</td> <td>0</td> </tr> <tr> <td>SEED/PE</td> <td>148</td> <td>4</td> <td>167</td> <td>3</td> <td>170</td> <td>0</td> <td>0</td> </tr> <tr> <td>SEED/SS</td> <td>154</td> <td>8</td> <td>162</td> <td>0</td> <td>0</td> <td>2</td> <td>155</td> </tr> </tbody> </table>	Program	Passing Score	AY 16 - 17		AY 17 - 18		AY 18 - 19				n	Mean	n	Mean	n	Mean	Elementary K-5	163	12	170	21	168		169	SEED/CFS	153	1	161	1	153	0	0	SEED/FA	158	1	167	1	169	3	162	SEED/Lang -Arts	167	7	172	0	0	5	181	SEED/Gen. Sci.	150	4	160	4	154	2	155	SEED/Math	160	1	177	0	0	1	165	SEED/Music	139	0	0	1	166	0	0	SEED/PE	148	4	167	3	170	0	0	SEED/SS	154	8	162	0	0	2	155
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<p>Praxis: Principles of Learning and Teaching</p>	<p>At midpoint, initial candidates' pedagogical and professional knowledge and skills are primarily measured through the Praxis PLT</p>	<p>Detailed datasets included in SOE's Annual Data Reports (ADRs) show a breakdown of candidates' passing scores by test categories: (a) Instructional Process and (b) Assessment—for pedagogical</p>

	<p>exam. The required passing cutoff score is 160 for Elementary K–6 and 157 for Secondary 7–12, as set forth by the Guam Commission for Educator Certification. The performance expectation is that all students pass.</p>	<p>knowledge, and (c) Students as Learners and (d) Professional Development Leadership and Community—for professional knowledge. The following is a summary of the PLT scores from AY16-17 through AY 18-19. It is very rare that students do not pass on a first attempt.</p> <table border="1" data-bbox="1203 456 1898 711"> <thead> <tr> <th>Program</th> <th>Passing Score</th> <th>AY 16 - 17</th> <th></th> <th>AY 17 - 18</th> <th></th> <th>AY 18 - 19</th> <th></th> </tr> <tr> <td></td> <td></td> <td>n</td> <td>Mean</td> <td>n</td> <td>Mean</td> <td>n</td> <td>Mean</td> </tr> </thead> <tbody> <tr> <td>Elem</td> <td>160</td> <td>12</td> <td>176</td> <td>24</td> <td>173</td> <td>17</td> <td>169</td> </tr> <tr> <td>SEED</td> <td>157</td> <td>21</td> <td>171</td> <td>12</td> <td>172</td> <td>17</td> <td>164</td> </tr> <tr> <td>MAT K-5</td> <td>160</td> <td>0</td> <td>0</td> <td>5</td> <td>178</td> <td>0</td> <td>0</td> </tr> <tr> <td>MAT 6-12</td> <td>157</td> <td>18</td> <td>176</td> <td>7</td> <td>168</td> <td>5</td> <td>183</td> </tr> </tbody> </table>	Program	Passing Score	AY 16 - 17		AY 17 - 18		AY 18 - 19				n	Mean	n	Mean	n	Mean	Elem	160	12	176	24	173	17	169	SEED	157	21	171	12	172	17	164	MAT K-5	160	0	0	5	178	0	0	MAT 6-12	157	18	176	7	168	5	183
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<p>Educator Disposition Assessment</p>	<p>We began using the Educator Disposition Assessment (EDA) in Fall 2018 to assess our candidates' disposition at entry, midpoint, and exit in the initial educator preparation and advanced programs. The assessment is completed by the candidate's course instructor. Candidates are aware that this assessment applies to the university setting, courses, early practicum experiences, and their final internship. Furthermore, elements in the EDA were aligned</p>	<p>The results for these two programs show that our candidates largely received Meets Expectations for each EDA element (1–9).</p> <p>Percentage of overall ratings show 80%–92% of the candidates received Meets Expectations, with the SEED candidates receiving the greater percentage of Developing ratings (20%) as compared to Elementary (8%).</p>																																																

	<p>to SOE's Conceptual Framework—preparing candidates as Knowledgeable Scholars (KS), Effective Communicators (EC), and Reflective Decision-makers (RD). The candidates are rated on a three-point scale of Needs Improvement, Developing, and Meets Expectations.</p> <p>The expectation is that all candidates meet expectations, however there are practices in place that should a candidate be rated at needs improvement or developing, meetings with the advisor or faculty committee may be necessary.</p>	
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Completer Survey	Graduates from the initial educator preparation and advanced programs were surveyed in Fall 2019 asking how classes and field experiences at the SOE gave	Initial program completers agreed to strongly agreed that they were adequately prepared in the areas of planning and classroom management. The one area

	<p>them ample opportunities to learn or extend their teaching expertise in five categories. The Initial and Advanced Educators were surveyed on their planning, classroom management/management, incorporating diversity, utilizing assessment, and embodying professionalism.</p> <p>25 respondents for Initial program completers:  9 Elementary  10 Secondary  6 Not indicating a specific grade level  This is a 22% response rate.</p> <p>17 respondents for Advanced programs:  4 Administration and Supervision  6 Reading  3 Secondary education  1 Special Education  1 TESOL  2 Not indicating a specific program.  This is an 18.6% response rate. As this was the first time it was administered, we need to revisit how it was administered and through what email system.</p> <p>For both initial and advanced, we expect a higher response rate and a score of 3 out of four on each category. Where there are averages less than 3, we need</p>	<p>under classroom management that may need more attention is dealing with disruptive behavior that had an average of 2.76. Incorporating diversity indicated a need to focus on adapting instruction for advanced students with an average of 2.83. The lowest overall area was utilizing assessment where the average scores ranged from 2.80 to 2.92. Finally, completers would like more experience or preparation for communicating with parents, where the average results on the 4 point scale was 2.7.</p> <p>The Advanced program respondents overwhelmingly agreed to strongly agreed that their programs prepared them for all areas with average scores ranging from 3.14 to 4.0. There was consistently one student who responded who was not satisfied with their program.</p>
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	address such areas and provide more focus on those needs.	
Employer Survey	<p>Principals in the Guam Department of Education (GDOE) schools (where SOE's graduates were placed during their first year of teaching) are surveyed every 1-2 years to gauge their satisfaction with the first-year teachers' performance. The principals were asked to complete one survey per first-year teacher in their respective schools. Thus, a principal may have rated more than one first-year teacher at his/her school site. For AY 2016-17, there were 42 first-year pre-service teacher graduates from the SOE who were placed in 22 out of the 41 GDOE schools, and the principals' response rate on the survey was 50%. For SY 2017-18, there were 32 first-year teacher graduates who were placed in 17 out of the 41 GDOE schools, and the principals' response rate was 72%.</p> <p>Our goal is for our principals to be satisfied or more of the teachers we are producing. However, when concerns have been brought to our attention, it has led to program changes. For example, when classroom management and SPED were</p>	<p>There are nine categories on the employer survey to include: Accommodations for student diversity, assessment, classroom management and environment, content knowledge, instructional delivery, interpersonal communication, lesson planning and preparation, technology, and miscellaneous.</p> <p>Overall assessment on the preparation as a first year teacher with an average score of 3.45. In total, 14% of the principals were Very Satisfied, 27% were Quite Satisfied, 50% were Satisfied and 9% were Somewhat Satisfied.</p> <p>We will continue to work on the response rate along with improving the education of our teacher candidates.</p>

	<p>concerns for secondary education, those courses were added to the program.</p> <p>The candidates rated the survey with a Likert Scale: 5 = Very Satisfied, 4 = Quite Satisfied, 3 = Satisfied, 2 = Somewhat Satisfied, 1 = Not Satisfied 0 = Not Observed.</p>										
<p>Educator Disposition Assessment</p>	<p>We began using the Educator Disposition Assessment (EDA) in Fall 2018 to assess our candidates' disposition at entry, midpoint, and exit in the initial educator preparation and advanced programs. The assessment is completed by the candidate's course instructor. Candidates are aware that this assessment applies to the university setting, courses, early practicum experiences, and their final internship. Furthermore, elements in the EDA were aligned to SOE's Conceptual Framework—preparing candidates as Knowledgeable Scholars (KS), Effective Communicators (EC), and Reflective Decision-makers (RD).</p> <p>The candidates are rated on a three-point scale of Needs Improvement, Developing, and Meets Expectations.</p> <p>Upon completion of the program, it is expected that all candidates are at "Meets Expectations."</p>	<p>For Standard 2, the elements of the EDA that were used in order to respond to the standard included 1) Appreciation and Value of Cultural and Academic Diversity, 2) Demonstrating Preparedness in Teaching and Learning, 3) Exhibiting the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability, and 4) Collaborating Effectively with Stakeholders.</p> <table border="1" data-bbox="1352 945 1896 1421"> <thead> <tr> <th data-bbox="1352 945 1528 1079">EDA Section for Standard 2</th> <th data-bbox="1528 945 1705 1079">Initial Programs FA '18/SP '19</th> <th data-bbox="1705 945 1896 1079">Advanced Programs FA '18 – SP '19</th> </tr> </thead> <tbody> <tr> <td data-bbox="1352 1079 1528 1351">1* Appreciation and Value of Cultural and Academic Diversity</td> <td data-bbox="1528 1079 1705 1351">97% of completers at Meets Expectations and 3% at Developing</td> <td data-bbox="1705 1079 1896 1351">90% of completers at Meets Expectations and 10% at Developing</td> </tr> <tr> <td data-bbox="1352 1351 1528 1421">2*</td> <td data-bbox="1528 1351 1705 1421">97% of completers</td> <td data-bbox="1705 1351 1896 1421">94% of completers</td> </tr> </tbody> </table>	EDA Section for Standard 2	Initial Programs FA '18/SP '19	Advanced Programs FA '18 – SP '19	1* Appreciation and Value of Cultural and Academic Diversity	97% of completers at Meets Expectations and 3% at Developing	90% of completers at Meets Expectations and 10% at Developing	2*	97% of completers	94% of completers
EDA Section for Standard 2	Initial Programs FA '18/SP '19	Advanced Programs FA '18 – SP '19									
1* Appreciation and Value of Cultural and Academic Diversity	97% of completers at Meets Expectations and 3% at Developing	90% of completers at Meets Expectations and 10% at Developing									
2*	97% of completers	94% of completers									



		Demonstrating Preparedness in Teaching and Learning	at Meets Expectations and 3% at Developing	at Meets Expectations and 6% at Developing
		3* Exhibiting the social and emotional intelligence to promote personal and educational goals	100% of initial program completers at Meets Expectations	90%of completers at Meets Expectations and 10% at Developing
		4* Collaborating Effectively with Stakeholders	96% of completers at Meets Expectations and 4% at Developing	93%of completers at Meets Expectations and 7% at Developing
<p>Although we strive for 100% of our students to meet expectations, the fact that consistently 90% of our completers at initial and advanced meet expectations, we are satisfied with the progress we are making with dispositions.</p>				

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

At the end of our QAR submitted in May 2020, there were several items the SOE wanted to address at the School Level, the Program Level, and the Course Level. The SOE has been successful at making progress on three School Level areas for improvement. These areas include formalizing partnerships, reviewing survey instruments, and reviewing our current data collection processes and types of data collected. The SOE has drafted a Memorandum of Agreement between the Guam Department of Education and the University of Guam School of Education. This agreement outlines the benefits and responsibilities of both parties, particularly in relation to clinical practice. Our dean has requested for an opportunity to discuss the document so both parties can mutually agree to the content and move forward in formalizing the relationship. Additionally, a recent review of the employer survey lead to additional items addressing culturally responsive practice, global perspectives, reflection, and professionalism. Finally, we've also created a plan for spring meetings (February and April) to address unit data collection activities that will streamline processes for both the AAQEP requirements and our institutional assessment requirements.

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs may post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing growth and improvement processes in relation to each AAQEP standard.

**Table 5. Provider Self-Assessment and Continuous Improvement**

Std.	Strengths, Needs, and Goals/Opportunities by Standard		Priorities to Be Addressed	Action Plan/ Steps to Be Taken	Steps Taken/ Outcomes (Reflection)
1	Strength				
	Need				
	Goal				
2	Strength				
	Need				
	Goal				
3	Strength				
	Need				
	Goal				
4	Strength				
	Need				
	Goal				

### **Overall Comments in Response to Evidence**

Optional explanation or elaboration on the findings noted in the final column of Table 5.

### **7. Evidence Related to AAQEP-Identified Concerns or Conditions**

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (“n/a” indicates that no concerns or conditions were noted).

### **8. Anticipated Growth and Development**

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

### **9. Regulatory Changes**

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (“n/a” indicates that no changes have been made or are anticipated).

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Michelle Santos, Associate Professor	Dr. Alicia Aguon, Dean School of Education

Date sent to AAQEP:

**12/31/2020**