

The logo for NCATE, consisting of the letters "NCATE" in a bold, red, sans-serif font.

The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

UNIVERSITY OF GUAM

UOG Station

Mangilao, GU 96923

December 4-6, 2011

Type of Visit:

Continuing visit - Initial Teacher Preparation

Continuing visit - Advanced Preparation

Institutional Report for Pilot Visits (Continuous Improvement Option) in Fall 2010 through Spring 2012

A. Overview & Conceptual Framework

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A.1. What are the institution's historical context and unique characteristics (e.g., HBCU or religious)? [one paragraph]

The University's history dates back to June 1952, when the island government established the Territorial College of Guam as a two-year teacher-training school under the Department of Education. The College had an initial enrollment of approximately 200 students; most of them experienced teachers, and a staff of 13. The College's academic programs expanded to accommodate increasing enrollment and student needs. We are now the University of Guam, with an undergraduate enrollment of 3,210 and graduate enrollment of 272. The faculty of the School of Education takes special pride in our accomplishments in meeting an integral part of the University of Guam and SOE mission to serve learners and communities in Guam and the rest of Micronesia. Micronesia is the collective name given for two thousand tiny tropical islands scattered over more than three million square miles of the Pacific Ocean. The eight island groups that form Micronesia are Guam, the Republic of Palau (Belau), the Northern Marianas, Pohnpei, Yap, Chuuk, the Marshalls and Kosrae - each a unique group with its own culture, language, and history. Guam is a United States territory; the Republic of Palau and the Marshalls are independent nations; the Northern Marianas is a commonwealth associated with the United States; and Pohnpei, Yap, Chuuk and Kosrae are combined as the Federated States of Micronesia, which exist in an agreement of free association with the United States. A major factor that is likely to impact SOE in the near future is the planned military build up, bringing 8000 plus marines and their dependents from Okinawa to Guam and the related contractors and other businesses to support the growth. The Guam Department of Education will be experiencing significant enrollment increases, necessitating additional teachers and other school personnel.

A.2. What is the institution's mission? [one paragraph]

UOG's mission is Inina, Diskubre, Setbisio – to Enlighten, to Discover, to Serve. UOG is dedicated to the search for and dissemination of knowledge, wisdom and truth. As a community of scholars, the University exists to serve its learners and the communities of Guam, Micronesia, and the neighboring regions of the Pacific and Asia. UOG 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 East and West, UOG provides a unique opportunity to discover and acquire indigenous and global knowledge.

A.3. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators? [1-2 paragraphs]

The Professional Education unit is the School of Education (SOE) headed by a dean who is advised by

the SOE Academic Affairs Committee. SOE is governed by two Divisions, the Division of Foundations and Educational Research and Human Services (FERHS) and the Teacher Education Programs and Service (TEPS). Under the FERHS Division, faculty in Foundations and Educational Research and two programs are included: Administration and Supervision Program (Masters program), and the Counseling program (Masters program). In the TEPS Division, the undergraduate programs represented include: Early Childhood Education, Elementary Education, Secondary Education, TESOL, and Special Education. Graduate programs in TEPS include Masters of Education with specializations in Special Education, Reading, Secondary Education, and TESOL. We also have a Masters of Arts in Teaching program.

Our record of collaboration and partnership with P-12 schools and other organizations has ensured that SOE is recognized as a leader in the preparation and support of P-12 teachers and other school personnel. Furthermore, there is regular collaboration with College of Liberal Arts and Social Sciences (CLASS) faculty with regard to the general education and discipline-based preparation of baccalaureate-level candidates in the education programs. The Secondary Education program works with the Department of English and Applied Linguistics in CLASS, which offers the B.A. in English and Secondary Education as well as with colleagues in the College of Natural and Applied Sciences (CNAS) to coordinate "content" and Education coursework. An SOE representative is elected to the University-wide General Education Review Committee. This allows direct involvement in curricular issues that impact SOE candidates' preparation. Additionally, faculty work closely with colleagues from CLASS, CNAS, and the Micronesian Area Research Center (MARC), who serve on the Editorial Board of the Micronesian Educator. Another SOE representative is a member on the University-wide Assessment Committee and works with all other unit representatives in developing and enhancing the assessment system being used at the University-level.

A.4. What are the basic tenets of the conceptual framework and how has the conceptual framework changed since the previous visit? [1-2 paragraphs]

The Conceptual Framework (CF) continues to guide the activities of the School of Education. The CF was made up of three basic tenets, with six elements each. All 18 elements have been aligned with program and course outcomes. The CF was reexamined in 2009, and seven elements collapsed into the existing elements.

The element of Knowledgeable Scholar includes: content knowledge, professional and pedagogical knowledge, technical knowledge, and service learning. Candidates should be well-grounded in educational theory and well-equipped with a strong knowledge base to provide learning environments that value diversity, collaboration and shared responsibility, and promote a high level of achievement and quality for all learners.

The element of Effective Communicator includes: verbal/non-verbal skills, adaptability, interpersonal skills, and affective skills. The effective use of communication is essential in building a community of learners and networking with parents and members of the community. Within the classroom, effective communication is a powerful tool for student learning. Outside the classroom, ongoing conversations with parents, other teachers, administrators, and staff about student learning also necessitate the use of effective communication.

The element of Reflective Decision Maker includes: adaptations and innovations, accountability for student learning, self-evaluation and professional growth. Reflective decision makers contemplate possible long-term consequences of professional actions; reflective decision-making judges the appropriateness of these actions and the effects of the actions on student performance, and maintains an informed

perspective concerning all aspects of teaching and instruction.

The list of dispositions was not changed. The syllabi and rubrics are being aligned to reflect these changes to the Conceptual Framework. These are the only changes to the Conceptual Framework since the last visit.

A.5. Exhibit Links

- 1. Links to unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies**
- 2. Syllabi for professional education courses**
- 3. Conceptual framework(s)**
- 4. Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)**

B. Standard 1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

B.1. What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.

Candidates are admitted to SOE once they have completed 60 credits. Their admissions portfolios indicate high achievement in general knowledge, as revealed by their overall GPA. Praxis I scores indicate all have basic reading, writing, and math skills. Artifacts of candidate work from their professional education courses reflect a strong desire to teach and the ability to critically analyze and synthesize their initial field experiences. Candidate disposition data show ratings ranging from proficient to distinguished levels.

Once accepted at entry, candidates take more professional education courses that pertain to pedagogy and their specialization. At midpoint, the candidates in the initial teacher preparation and advanced programs are expected to complete and pass with at least a grade of C (initial) and at least a grade of B (advanced) in the professional core courses, specialization courses, practicum, related area requirements, and electives in their respective programs. A portfolio of key assessments is reviewed at this time. In addition, candidates must now pass Praxis II before student teaching or internship in the teacher preparation programs and before thesis/project writing in the advanced programs.

The results at mid-point show a range of scores from acceptable to target performance in the Early Childhood and Elementary Education (ECE) programs. The performances of the candidates in both programs for content knowledge, which is measured by exams and oral presentations, are at the acceptable level. For pedagogical content knowledge, which is measured by lesson planning and lesson delivery, the candidates' performances are on target level. The same holds true for pedagogical and professional knowledge, which are measured by reflective writing in the candidates' practicum, service learning, and research reports. Candidates' performance in Praxis II Content, which is required at

midpoint, is an area of concern. Approximately 10% of the candidates did not pass and were put on probation during student teaching and internship.

For the Secondary Education program, all candidates met the requirements in their content courses with a GPA that ranges from acceptable to target. Their pedagogical content knowledge measured by lesson planning is at target level. Practicum reports that are reflective of their pedagogical and professional knowledge have been assessed at target. As of 2009, content knowledge is being assessed using Praxis II exams. The number of test-takers is small, given the gradual phase-in of this requirement. Analysis is planned once significant numbers have been achieved.

Candidates in the SPED initial preparation program have met their core content requirements, with 86% of them at target level. Their pedagogical and professional knowledge, assessed through lesson planning and lesson delivery, as well as reflective writing of reports, are likewise on target level of performance. All the candidates passed their content area Praxis II examination with 85% at target level.

For pedagogical and professional knowledge in the M.Ed. in Reading program, data reveal that candidates demonstrate high levels of proficiency in the use of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. They are adept at creating literate environments for students, and can easily articulate and demonstrate the materials, methods, and assessments to promote optimal learning for culturally and linguistically diverse students. Midpoint and Exit Capstone Portfolios show evidence that candidates have met the program competencies and standards. The completer passing rate of the Praxis II exam is 83%.

The M.Ed. in Administration and Supervision is another program that prepares Other School Professionals. The candidates in this program have demonstrated acceptable performances in the three elements of the Unit's conceptual framework. A majority have not taken Praxis II, although all have obtained a passing score in the comprehensive exam the program administers as its assessment of content knowledge.

The M.Ed. in TESOL program requires candidates to submit a Midpoint Portfolio on LiveText prior to the ED692 Practicum course and a Capstone Portfolio as an exit assessment. The Midpoint Portfolio contains artifacts that demonstrate candidates' content, pedagogical, and professional knowledge. Artifacts in the Capstone Portfolio must show evidence that candidates have met the program competencies and standards. The Praxis II is required as an assessment of content knowledge at the exit point. Passing rate for the Praxis II is over 80%.

The M.Ed. in Special Education has offered a professional (non-Thesis) track for the last three years using a non-traditional accelerated one-year program of study using a Cohort of 15 educator candidates. At mid-point, prior to formal Internship, each candidate must submit an electronic portfolio which contains reflections and artifacts that show the accomplishments of the standards in the SOE Conceptual Framework. The mid-point assessment of the candidates reveals acceptable to target performance. For the content-based Praxis II, 97% of candidates pass, with 85% reaching the target level.

Data reveal candidates in both the initial and advanced programs have met the exit competency levels, as follows:

For the ECE programs, about 95% of the candidates are on target at exit using the INTASC standards, which put a heavy premium on student learning. For the rest of the standards that pertain to pedagogical and professional knowledge, the candidates in both Early Childhood and Elementary programs are all on target level.

For Secondary Education, the candidates are all on target as evidenced by supervisors' rating of performance with particular emphasis on impact on student learning, the use of INTASC standards, and the artifacts that demonstrate their pedagogical and professional knowledge submitted as part of their final portfolio.

At exit, all the candidates in the SPED initial preparation program have met the standards for pedagogical and professional knowledge assessed through reflective writing of reports. Their impact on student learning assessed by a rubric aligned with INTASC and CEC was at target level of performance.

To determine impact on student learning in the graduate level, the Reading Program utilizes the Literacy Center in the SOE, where candidates assess and tutor a school-aged student identified as having reading and writing difficulties. For content, pedagogical, and professional knowledge, the candidates are all on target at the exit level.

For the M.Ed. in SPED, the final exit electronic portfolio is used to assess candidates' pedagogical and professional knowledge. The portfolio contains a detailed reflection paper of their impact on student learning along with 3-4 artifacts on each of the 10 standards of CEC. The electronic portfolio is evaluated using the rubrics on the LiveText system. Also at exit, the candidates have to take Praxis II and defend their thesis/special project. All the candidates at exit have demonstrated the target level of performance.

The only programs in SOE that have not been submitted for national review are Counseling and Secondary Education Language Arts and Social Studies. The Secondary Education SPA reports will be submitted in Fall 2011. Efforts are being made to meet the minimum requirements of faculty and resources for the Counseling program to qualify for CACREP. Data show weakness in writing is an area of concern. Strengths in multicultural counseling skills and the ability to establish rapport with clients have been found. Site supervisor evaluations are always high. By the end of the program, candidates are more aware of the counseling theories and their use with the clients. Candidates have established counseling skills and are reliable and dependable.

SOE has been actively in pursuit of effective ways to assess, encourage and support successful and constructive student dispositions since the development of the disposition instrument in 2002. This instrument is used at three critical points – entry, mid and exit. Acceptable performance of applicants in the three elements of the disposition rubric for all the initial teacher preparation programs is noted. At midpoint, 97% of the candidates are on target and at exit, 100% of the candidates made it to the target level of performance. The candidates in the advanced programs have demonstrated performance at target in all critical points.

Tracking student dispositions at exit has always been carried out by individual instructors and student teaching supervisors and supervisors assigned in the clinical experience courses for other school personnel. The candidates are counseled and advised according to the demonstration of their disposition toward students, families, colleagues and community members.

B.2. Please respond to B.2a if this is the standard on which the unit is moving to the Target Level. If it is **not** the standard on which you are moving to the target level, respond to B.2b.

B.2a. Standard on which the unit is moving to the Target Level

- **the vision and mission of the unit**
- **Describe work undertaken to move to the Target Level**

- **Discuss plans for continuing to improve**

B.2b. Continuous Improvement

- **Briefly summarize the most significant changes related to Standard 1 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate "None" in this section.)**

Alignment of syllabi with professional, national, SOE, and GTPS standards

Candidate performance assessments in some programs have been aligned with the standards of specialized professional associations. Faculty has aligned their course syllabi with the INTASC, SOE Conceptual Framework, SPA, NBPTS, and Guam Teacher Professional Standards (GTPS).

Advisement

SOE faculty is committed to help candidates perform better in all aspects of their instructional and assessment practices by making them utilize a broad assortment of tools, including technology, in their teaching and assessment that maximize the opportunities for PK-12 students to demonstrate their competence in a variety of ways. Faculty use candidate performance data to make improvements to their teaching and program curriculum, as needed. Program faculty is proud of the amount of time devoted to their candidates, to ensure that they meet the SPA and Institutional Standards at the acceptable or target level. Candidates scoring below acceptable level on any of the Standards and elements within the standards meet with the faculty to determine what steps and revisions are needed to demonstrate acceptable performance. Faculty conducts ongoing evaluation of candidates' performance as they proceed through the program courses. They identify weaknesses so assistance can be applied in a timely manner. During advisement, candidates and faculty review the candidates' performance on the key assessments completed during that time period. Candidates reflect on the results of their assessments, and revise and improve as necessary. The results inform faculty and candidates about the steps for moving the candidate to the next level of the program.

Candidates' Content Knowledge

A potential area for improvement is the candidates' performance in Praxis II exams, which is a new requirement. SOE needs to offer Special Topic preparation courses to provide test-taking strategies and review of content areas to help candidates prepare for the Praxis II exam. The SPED, MAT, TESOL, and Reading programs have helped their candidates to pass the Praxis II exam. The other programs are encouraged to do the same.

Curriculum

New courses have been developed to address certain inadequacies in the curricular offerings. For example, ED486: Building Effective Strategies for Teaching is now a related area requirement for Elementary Education majors and ED486G as a graduate elective to enhance the research skills of the

candidates as they transition from undergraduate to graduate level. ED487: Communication and Student Learning is also introduced as a core course in the Elementary Education Program to meet the curriculum standards of ACEI and the SOE Conceptual Framework pertaining to the element of Effective Communication.

In the advanced programs, the faculty members in the M.Ed. Reading program are in the process of making changes in the required course work across the program to improve foundational knowledge. The goal is to provide the candidates with additional opportunities to become well-versed in the evidence base supporting the implementation of instructional practices and assessments and the synthesis and evaluation of seminal theories and studies. For example, ED647: Issues and Research in Literacy Education now includes an assignment requiring candidates to conduct a literature review of a timely literacy topic, providing a description, summary, and critical evaluation of studies, research, and theories relevant to the topic. The program has adopted a new textbook for ED640 titled *Lenses on Reading: An Introduction to Theories and Models*, which provides an extensive survey of the major theories and models that influence reading instruction and research. To further promote skills in critical analysis of major theories and studies in foundational knowledge, one of the goals of the M.Ed. in Reading is to establish a set of technological skills and information literacy expectations. This assumes a general progression in knowledge and critical thinking abilities over time, as well as a gradual integration of technological and information literacy skills into existing required courses in the program. It is the goal of the program that embedded information literacy and technological competencies will result in candidates who have increased confidence in the ability to synthesize and critically evaluate information. Program faculty is also rethinking course syllabi revision to provide candidates with increased opportunities to engage in school-wide efforts in planning, implementing, and evaluating professional development efforts.

Delivery of Instruction

A fully on-line program in M.Ed. in Reading is underway. A proposal has been completed and submitted to WASC for approval. The proposed online degree supports the UOG mission to serve its learners and the communities of Guam and Micronesia. The program will reach and serve students in Guam and the region who cannot attend the University of Guam on-campus programs for financial or other reasons. Moreover, the online degree supports a central part of the land-grant mission. The land grant mission requires the University of Guam to engage with the community, serve the needs of Guam and the Micronesia region, and fulfill the objective as a land-grant institution by fostering strong linkages between the University and the communities of Guam and Micronesia by offering curricular programs in which students develop skills and commitment to community engagements that capitalize on the cultural and economic diversities that shape the region.

Follow-up Surveys

School administrators' comments regarding the performance of SOE graduates of its various programs constitute valuable information to improve its program offerings. The results of the latest employers' survey show the graduates' strengths in the areas of curriculum integration and accommodation of diversity that obtained the highest mean score of 3.82 on a 4-point Likert scale. The lowest mean score of 3.00 was in the use of technology in the work place. The course on technology that is offered in SOE should include the development of technological pedagogical content knowledge, which is the focus of current trends and research in education.

Another source of information about the program offerings of SOE comes from the graduates of its various programs. The alumni survey administered two years ago showed significant areas for improvement that were taken into consideration by program faculty. A modified survey has been

developed to identify improvements. The main items of the new survey pertain to foundational aspects of education, the pedagogical basis of learning and the practice of teaching that teachers need in their professional preparation. The information from this survey will provide the School of Education the opportunity to recognize the positive aspects of its teacher education programs as well as those that need to be addressed in its continuous curriculum renewal efforts. In addition, some programs have initiated program-specific surveys for their completers.

Collaborative Action Research

SOE is committed to provide assistance to those beginning teachers who have graduated from its various programs. One of its commitments is contained in the Collaborative Agenda for Research in Education (CARE) launched in 2010. This is an on-going endeavor.

B.3. Exhibit Links

1. State program review documents and state findings. (Some of these documents may be available in AIMS.)
2. Title II reports submitted to the state for the previous three years (Beginning with the 2010 annual report, Title II reports should be attached to Part C of the annual report and will be available to BOE teams in AIMS.)
3. Key assessments and scoring guides used by faculty to assess candidate learning against standards and the outcomes identified in the unit's conceptual framework **for programs not included in the national program review process or a similar state process**
4. Data tables and summaries that show how teacher candidates (both initial and advanced) have performed on key assessments over the past three years **for programs not included in the national program review process or a similar state process**
5. Samples of candidate work (e.g., portfolios at different proficiency levels)
6. Follow-up studies of graduates and data tables of results
7. Employer feedback on graduates and summaries of the results
8. List of candidate dispositions, including fairness and the belief that all students can learn, and related assessments, scoring guides, and data

1. Program review documents will be available in NCATE's database, AIMS, for programs reviewed through the national program review process. If programs were reviewed through the national process or through a state process that required the review of assessments and assessment data, then no other assessment data for those already reviewed programs are required for this standard.

C. Standard 2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

C.1. How does the unit use its assessment system to improve the performance of candidates and the unit and its programs?

The School of Education (SOE) has developed an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. This system reflects the unit's conceptual framework, input from the professional community and Guam Department of Education (GDOE) standards.

Key assessment data are collected at entry, midpoint and exit and are common among the unit's programs. For decision-making purposes, all data are reviewed by the entire faculty of each program.

SOE uses several assessment and evaluation measures to manage and improve the operations and programs of the unit. Candidate data are systematically collected to evaluate program elements and operations. Appropriate evaluations and assessments occur at the course/faculty, program and unit levels.

At the course level, candidates complete an instructor evaluation for every class. The aim of faculty evaluation is to improve effectiveness and stimulate professional growth. Ultimately, the faculty evaluation process should lead to improvement of programs.

Students evaluate their instructors and courses in 23 areas. Data from student evaluations are collated, summarized and returned to the Dean and the instructor with student comments. Instructors use this information to improve overall quality of their teaching and for the promotion and tenure applications. The faculty evaluation process provides an effective vehicle to improve teaching within the Unit. Faculty meets individually with the Dean annually to discuss the results of their evaluations and ways to improve teaching performance as needed, as well as progress in meeting their annual goals for research/scholarship and service as identified in their Comprehensive Faculty Evaluation System plan (CFES) for the academic year.

The Unit implements systematic collection of data from alumni tri-annually, employers annually, and program completers every semester. Each semester, candidates in student teaching and internship settings evaluate their program experiences. Faculty use the data to make changes as needed.

The Unit has collected, analyzed, and disseminated data about candidates, courses, programs, and the Unit with the goal of understanding our program strengths and determining areas that require growth in order to enhance continued improvement. With this goal in mind, Unit faculty meets with candidates throughout the semester to discuss their progress in moving through the transition points. Candidates reflect on the results of their assessments, and revise and improve as necessary. During advisement, candidates and faculty review their performance on the key assessments completed during that time period. The results inform them about the steps for moving the candidate to the next level of the program.

Data are collected on candidates and programs throughout the year and presented to faculty and stakeholders during the fall Retreat, where participants discuss the data and make recommendations for program or unit changes. The recommendations are compiled and reviewed by faculty during faculty and Division meetings. Program changes are initiated at the program level and routed through the appropriate Division, the SOE AAC, Dean, and then forwarded through the UOG approval process.

Assessment findings are used in various ways to improve program quality and unit effectiveness and thus to strengthen candidate performance. At the initial program level, course syllabi have been aligned with the SOE Conceptual Framework, INTASC, SPA, and Guam Teacher Professional Standards.

Candidates receive formative feedback as a regular component of program courses and field experiences. Formative assessments include course work, exams, cooperating teacher evaluations, and course evaluations. These assessment data allows faculty to adjust instruction to meet candidate needs.

Faculty uses the assessment data to improve the performance of candidates, as well as their own. Based on formative assessments within courses and in the field experience, faculty members alter or extend instruction, re-teach important concepts, structure feedback to meet individual needs, and assist

candidates in goal setting and attainment. Faculty members use the data not only to work with individual candidates but also to improve instruction and supervision for future candidates.

Evidence from formative and summative assessments, along with confirming evidence of candidate performance after graduation, is used to examine programmatic success and revisions. Candidate evaluations of courses and alumni surveys also are used to revise and improve the program.

Formal attention to summarized data is also a part of our assessment system. Program faculty members analyze data that are unique to their candidates and use it for program improvement. The unit also specifically analyzes summarized data from key assessments, especially the assessments that are shared across programs. These discussions involve changes or improvements that affect elementary and secondary education programs alike.

Faculty conducts ongoing formative evaluation of candidates' performance as they proceed through the program courses. They identify weaknesses so assistance can be applied in a timely manner. Summative evaluation at key assessment points ensure that applicants and candidates are qualified to move on to the next stage of their program or to graduate. Results of key assessments are available to candidates on LiveText and candidates receive the scored rubrics with feedback in their Live Text accounts.

Candidates receive on-going feedback about performance levels through grades, evaluations of key assessments and course portfolios on LiveText, and in advisement meetings with program faculty. Candidates receive feedback on student teaching performance during tripartite meetings with classroom and university supervisors. Tripartite meetings are conducted at the school site or during student teaching seminars at the University.

Formative assessment of dispositions is evident in the feedback given by course instructors through the use of the disposition rubrics. The dispositions of candidates are also formally screened upon admission and at the midpoint. Data are compiled regularly and summarized via the Assessment Data Report (ADR) and used for formative and summative review.

In summary, all performance and disposition data are shared with faculty and used: (1) to reflect on the progress of candidates within programs, (2) to assess overall candidate proficiencies at the points of admission, mid-point, and exit, and (3) to determine particular program affects and how programs and the unit can be improved. Faculty annually meets to provide feedback on assessment instruments and to discuss whether any changes are warranted. During the Fall Semester retreat, the ADR from the previous year is shared for discussion and feedback with faculty, Advisory Council, SOE student representatives, administrators, CNAS and CLASS faculty, and other representatives from the UOG community.

C.2. Please respond to C.2a if this is the standard on which the unit is moving to the Target Level. If it is not the standard on which you are moving to the target level, respond to C.2b.

C.2a. Standard on which the unit is moving to the Target Level

- **Describe work undertaken to move to the Target Level**
- **Discuss plans for continuing to improve**

C.2b. Continuous Improvement

- **Briefly summarize the most significant changes related Standard 2 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate "None" in this section.)**

Major improvements in the area of assessment have occurred since the 2006 NCATE visit. The major activities are documented in the 2009 Focused Visit report. Since then, the Assessment system has continued to evolve.

While LiveText has been used since 2004 to collect student performance data, instances of missing data were detected. It was found that some students did not purchase LiveText during their first Education course, ED110, Introduction to Teaching. To address the issue, the SOE initiated and incorporated a lab fee for ED110, with the fee used for bulk purchases of LiveText accounts for all students enrolled. This change allows for complete data gathering from pre-admission through exit.

Assessment of content and pedagogical knowledge was previously gathered from the grade point average and instructor-made assessments. The SOE has adopted the Praxis series of tests developed by Educational Testing Service to standardize the measurement. The use of these international tests also allows for future comparative studies. In addition, as most states have adopted this series, our teacher candidates can now more easily qualify for licensure, as identified by NASDTEC for reciprocity purposes, thus expanding their employment opportunities.

The University has adopted TracDat as a management system for all its assessment activities. The SOE is in the process of integrating its assessment system and data into TracDat. With all UOG programs utilizing this system, collection and analysis of data with our partners in the Liberal Arts, Social, and Natural Sciences will be much more comprehensive.

C.3. Exhibit Links

1. **Description of the unit's assessment system in detail including the requirements and key assessments used at transition points**
2. **Data from key assessments used at entry to programs**
3. **Procedures for ensuring that key assessments of candidate performance and evaluations of unit operations are fair, accurate, consistent, and free of bias**
4. **Policies and procedures that ensure that data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements**
5. **Samples of candidate assessment data disaggregated by alternate route, off-campus, and distance learning programs**
6. **Policies for handling student complaints**
7. **File of student complaints and the unit's response (This information should be available during the onsite visit.)**
8. **Examples of changes made to courses, programs, and the unit in response to data gathered from the assessment system**

D. Standard 3. The unit and its school partners design, implement, and evaluate field experiences

and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

D.1. How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?

The SOE partners with schools on Guam, the US affiliated island nations in Micronesia and other stakeholders to design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Guam is comprised of several school entities, the Guam Department of Education (GDOE), public schools, the Catholic Diocese schools, various other secular schools, and the Department of Defense schools referred to as Domestic Dependent Elementary and Secondary Schools (DDESS). The SOE Advisory Council is another important partner in that the Council assists in developing and assessing the SOE teacher preparation policies and curriculum.

All candidates in the SOE complete a series of supervised field experiences and clinical practice in diverse settings. Field experiences are tightly integrated and developmentally sequenced to increase the achievement of student and program learning outcomes. SOE program faculty carefully supervises candidates as they document field-based and clinical work. In the Initial programs, all field experiences are embedded within specific courses, beginning in the freshman year with ED192 followed by ED292 and ED392, as well as field experiences in the methods courses, and culminating in the senior year with student teaching (ED492). Field experiences for Advanced and Other School Professionals are also connected to specific courses and occur throughout the program, concluding with the program specific clinical (internship) practice.

The Field Experience Coordinator (FEC) works directly under the administration of the Dean and in collaboration with the two Chairpersons of the SOE Departments: Foundations, Educational Research, and Human Services (FERHS) and Teacher Education and Public Service (TEPS). The FEC is responsible for developing a systematic and uniform process in coordinating all course practicum, observations, service learning, student teaching, internship, and other field placement in schools and community organizations for SOE candidates. The FEC conducts professional development experiences for university field supervisors and classroom supervisors, and works with program faculty in maintaining data on midpoint and exit reviews of SOE candidates. In coordination with the Dean, the FEC facilitates all Memorandum of Agreements (MOAs) with all SOE collaborative partners for field placements.

Classroom supervisors for student teaching must possess a minimum of five years of teaching experience at the appropriate level, hold full certification, and have demonstrated strong teaching skills. Placements vary from semester to semester according to school and student needs. Principals nominate and program coordinators concur or disapprove based on past performances of Classroom Supervisors. For other field experiences, the instructor informs the FEC of the class requirements, specific locations, if any, and when the experience is to begin and to be completed. The FEC visits the school Principals, discusses the requirements and asks for their participation. The school Principal selects a faculty member(s) to supervise the experience based on the requirements.

Field experiences for Advanced and Other School Professionals are connected to specific courses and culminate with the clinical (internship) experience.

The Master's of Education in Administration and Supervision develops future school administrators and

involves 300 hours of practicum at the school level under the supervision of a fully certified school administrator. The internship requires the candidate to divide the time between all facets of school administration to include curriculum, student supervision, business, policies and procedures, etc. During the internship, the school administrator reports on the candidates progress while the University Supervisor conducts five formal observations. At the conclusion of each formal observation, the three sit down and review the progress the administrator candidate is making and discusses strengths, weakness, and next steps.

The internship in Guidance and Counseling provides the student with the full range of counselor responsibilities appropriate to the school setting. School Counseling students may concentrate on one level of schooling (elementary, middle, or high) but are encouraged to spend time at another level as well. During internship, students assume increasing levels of responsibility for a range of counseling activities. Site supervisors serve as mentors, meeting regularly for individual supervision, and university supervisors also meet regularly with the student and site supervisor throughout the semester.

The Master's of Arts in Teaching (MAT) is designed as an initial program to identify and develop secondary teachers and includes completion of teacher certification requirements. As such, candidates in the MAT program must complete the same number of hours as a teacher candidate in the undergraduate program. This involves full day teaching for a minimum of sixteen weeks. Five formal observations by the University Supervisor, one formal observation by a school level teacher in that content area, and a formal observation by the school principal are conducted to insure the candidate is progressing successfully toward full certification.

The Master's of Education in Reading program requires candidates to complete 90 clinical hours (ED643 & ED644) in the SOE Literacy Center as well as approximately 45 pre-clinical field experience hours that are embedded across literacy specialization courses in the program (for a total of approximately 135 hours). Field experiences take place in the candidates' own classrooms, in the community, and in the SOE Literacy Center. The experiences are developmentally sequenced each semester to scaffold candidates' performance in meeting the student and program learning outcomes. SOE program faculty carefully supervises candidates as they document field-based and clinical work.

In the M.Ed.-Special Education program, students are required to complete 10-15 hours of practicum experiences in each course. Their reflections are submitted online where they are evaluated using a formal rubric. They must also complete an Internship which in addition to typical lesson planning and implementation involves ten major field experiences generally required of special educators, i.e. present a professional development workshop, attend parent support group, interview director of Department of Vocational Rehabilitation, coach a Special Olympics team, etc. All coursework is aligned with meaningful field work which is evaluated using formal rubrics. All students must be employed full-time as regular or special education teachers so they can immediately apply knowledge and skills. This is a total immersion internship experience.

In the M.Ed. in TESOL program, candidates engage in field experiences in specialization courses across the program courses, culminating with the ED692 Practicum course. ED692 provides candidates with an opportunity to teach English as a Second Language in a classroom setting. The focus of the practicum is the Teacher Work Sample (TWS). They solidify their understanding of the connection between teaching and student learning by analyzing the multiple, dynamic relationships between planning, instruction and assessment. All candidates should be employed full-time as a classroom teacher so they can immediately apply knowledge and skills.

SOE faculty engages in continuous collaboration with administrators and teachers to foster in-school support and enhancement of the overall preparation of Teacher Candidates. This includes several

seminars per semester with classroom supervisors and student teachers. Seminars are intended to improve the pedagogical knowledge of the Teacher Candidate and provide classroom supervisors with assistance to improve mentoring skills. Informal involvement of Classroom Supervisors with Teacher Candidates occurs during visitations, meetings, conversations, and email. Lesson plans reviewed by the classroom supervisor for feedback prior to delivery, reflection papers, reports, and student assessments, are some examples of formative assessments. More formal communication and summative assessments are conducted during the mid and final Benchmark assessment conferences as well as through the "Classroom Supervisor Evaluation" survey form at the end of the student teaching experience and during the tripartite meetings. During the tripartite meetings, formal communication is held between the University Supervisor, Classroom Supervisor, and the teacher candidate, to discuss the teacher candidate's progress in relation to strengths, weaknesses, and next steps.

D.2. Please respond to D.2a if this is the standard on which the unit is moving to the Target Level. If it is not the standard on which you are moving to the target level, respond to D.2b.

D.2a. Standard on which the unit is moving to the Target Level

- **Describe work undertaken to move to the Target Level**
- **Discuss plans for continuing to improve**

Describe work undertaken to move to the Target Level

The School of Education has a long and proud history dating back to June 1952, when the island government established the Territorial College of Guam as a two-year teacher-training school under the Department of Education. The College evolved into the University of Guam in 1968 and was designated as a land-grant university in 1972. Given our historical roots in the establishment of the University of Guam and that SOE's major mission is the provision of pre-service teacher education to meet the multicultural educational demands of the island's educational system as well as providing for the region as a whole, it is fitting that we have selected Standard 3 as our target benchmark. School partnerships with the Unit have been and will always be the lifeblood of our success in meeting our mission and as we work together for continuous improvement to design, implement, and evaluate field experiences and clinical practice.

Field experiences and clinical practice are critical components of every program offered by the Unit and are deeply rooted in the SOE conceptual framework and mission. Viewed as conclusive evidence that the teacher candidates are able to demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn, field experience inextricably links the School of Education with the public schools and our other partners as we develop educators who will teach in our multicultural community on Guam and the region.

Movement to the target level has occurred through a number of changes. A significant improvement is that SOE faculty has embraced the importance of field experiences to develop candidates' knowledge, skills, and professional dispositions necessary to help all students learn. Other field experiences prior to final practicum are seen as an important component of teacher preparation. Field experiences are now tightly integrated and developmentally sequenced in all programs to increase the achievement of student and program learning outcomes. The load allocation for the FEC has been increased from a .25 to a .75 load indicating an increased focus on field experiences. All field experiences have been centralized from

the program to the Unit level which signifies a move from a fragmented approach to a unified, collaborative effort of the unit and its school partners to design, implement, and evaluate field experiences and clinical practice. We are now using more teacher practitioners as adjuncts in all programs to enhance the connections between theory and practice. The creation of a single Field Experience Handbook that includes programs for Initial, Advanced, and Other School Professionals also reflects the unified perspective. The single handbook is much more convenient for candidates, faculty, and school partners. Previously, each program had its own individual handbook. School principals and classroom supervisors reported that having individual handbooks for the programs was confusing and cumbersome. They requested that the SOE consider reducing the handbooks to one. When reviewing the individual handbooks, it was found that most of the information was the same, except for the areas unique to the individual programs, and so, a single, unified handbook was developed and subsequently approved by the Academic Affairs Committee.

To ensure that teacher candidates have the necessary knowledge and skills to succeed in field experience, PRAXIS I and II requirements are more thoroughly monitored and enforced at the appropriate transition points than in previous years. The FEC now monitors and schedules students to take the PRAXIS I and II exams and maintains a database on SOE candidate performance for all programs. Prior to clinical placements, the FEC makes the final review of the applications to ensure all requirements for each student's University catalog have been met. This includes assurance that students have completed the Praxis II content exams with passing scores as set by Guam Commission on Educator Certification (GCEC) and, beginning with the 2010-2011 academic year, the Praxis II Principles of Learning and Teaching (PLT). The PLT was added by the SOE to demonstrate graduating students were not only knowledgeable in their content area, but also knowledgeable in the pedagogy of teaching. The PLT will become a certification requirement beginning with school year 2011-2012. At the conclusion of clinical practice, the University Supervisor conducts a final review of the teacher candidate utilizing the teacher candidates formal observations, input and evaluation by the Classroom Supervisor, oral portfolio presentation, and the final portfolio demonstrating attainment of the ten INTASC standards through artifacts and reflection.

Another noticeable improvement to SOE's field experiences has been the increased involvement with our partners as evidenced through better communication with GDOE and the inclusion of DDESS schools for field experiences and student teaching. Inclusion of DDESS allows for experiences working with populations not found in GDOE schools. Field experiences have recently been formalized through written agreements (MOAs) with GDOE and DDESS as a result of more frequent communication.

Plans to develop an in-depth Classroom Supervisor preparation program have begun. Classroom supervisors need to feel prepared to take on a student for clinical practice. While the program coordinators provide training and discussion for their specific programs from the beginning of the semester and continuing throughout, the FEC needs to augment the training by developing general training to cover all classroom supervisors regardless of the subject or program level. Currently, the FEC conducts a meeting prior to the start of the new semester to go over the handbook and introduce the student to the classroom supervisor and to discuss SOE's general expectations. There will be more in depth training to help classroom supervisors understand their role and how to address issues that may arise. The training includes examples of best practices for classroom supervisors with regards to teaching and working with student teachers and university supervisors. Development of the training has begun. The results of formal and informal assessments and feedback collected from teacher candidates, interns, classroom supervisors, program coordinators, university supervisors, and school principals are being considered in the training development.

Three years ago, the M.Ed. in Special Education program designed a unique program with an innovative approach to field experiences and internship. Program faculty recognized that many teachers assigned to

special education teaching positions in DOE were not certified to teach SPED. If they wanted to complete certification requirements they had to take undergraduate special education courses. To address this need, the SPED program obtained UOG approval to offer a program for those candidates wishing to obtain both a master's degree and certification in special education. The M.Ed. in SPED is now a thriving program which has certified 101 teachers over the last 3 years. All students in this program must be full-time educators who can devote Saturdays and summers to the program. In this way, the students are able to complete internship and practicum assignments in a realistic manner in their own schools. Each course has a 10-15 hour practicum experience plus one semester formal internship requirement. Former graduates have served as unofficial mentors to our students through a very strong special educator network in the Guam Department of Education. The mentoring network has become a reality with the increase in graduates that went through our unique program.

Discuss plans for continuing to improve

We continuously seek new and innovative ways to ensure that our candidates gain the skills needed to have a greater impact on student learning.

Following a review of data on field experiences, we realized that several areas need strengthening. Disposition data are collected at entry and midpoint; however, they need to be collected upon the completion of field experience. This plan will close the loop with respect to professional growth. In addition, we need to develop plans to more systematically collect data on candidates' impact on student learning (ISL). Lessons learned from the Elementary program's initiative could be used to develop a unit-wide approach. Beginning Fall 2011, SOE will work with our partners to begin the planning process.

The Advanced and Other School Professional programs have plans for continuous improvement of clinical and other field experiences. For example, the Masters of Arts in Teaching (MAT) program will continue to incorporate action research into the final field experience, strengthening the connections between theory and practice. In the M.Ed. in Reading program, impact on student learning is documented during supervised clinical practice at the University of Guam Literacy Center in the School of Education where candidates assess and tutor a school-aged student identified as having reading and writing difficulties. Analysis of data reveal that candidates' abilities to synthesize, analyze, and interpret data is a potential area of need. The course supervisor provides attention to these skills throughout the clinical courses and during candidates' revisions of their case reports. Program faculty works closely with candidates as they work through several drafts of their case reports. Candidates also engage in peer editing of case reports. To ensure that candidates receive numerous opportunities for academic writing, the Reading program will revisit the writing assignments across all courses to ensure that candidates are receiving optimal scaffolding in writing skills that emphasize critical thinking and analysis.

Regionally, SOE is continually updating MOA's with our regional partners to accommodate instructional needs, especially those relating to field experience and classroom supervisors. SOE plans to develop video recordings of authentic K-12 classrooms in the region as well as recordings of exemplar student teachers for instructional purposes to augment student teaching and other field experiences of SOE candidates in the region. Emphasis will be on showcasing the traditions and successes of our candidates' field experiences and impact on student learning in Guam and the neighboring island nations. Additionally, because of our proximity to Japan and South Korea, we are currently planning to invite ESL and TESOL student teachers from these countries to conduct their practicum on Guam, with the possibility of reciprocity and comparative studies. An international exchange of teaching ideas and practices will do much to enhance the practicum experience of both our candidates and visiting student teachers.

The Unit will ensure that field experience data, such as service learning, are collected regularly and appropriately and entered for analysis. A reporting system focusing on field experience will be developed. Instructional technology Staff will attend off-island training to learn how to fully utilize LiveText for field experience data collection and analysis. SOE Technology Staff will conduct training for classroom supervisors and cooperating teachers on how to enter data (field experience rubrics) into LiveText. Details will be placed on the agenda for the next Advisory Council Meeting.

Exit and alumni surveys have indicated students' desire for more field experiences in the Secondary Education program. Plans to include more field experiences in the secondary program are now being developed. The secondary program currently requires field experiences in only three courses: Observation and Participation, a methods course, and Student Teaching/Internship. The Secondary Program Coordinator will work with the Field Experience Coordinator to develop additional and more appropriate field experience opportunities for secondary teacher candidates.

In collaboration with our partners, these plans are designed to strengthen and maximize the knowledge, skills, and professional dispositions of teacher candidates and other school professionals. Keeping in mind the unique yet diverse student populations we serve, the ultimate and continuing goal is to embrace the field and clinical experiences that are available to us within our region. We look forward to working with our partners to implement these new plans.

D.2b. Continuous Improvement

- **Briefly summarize the most significant changes related to Standard 3 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate "None" in this section.)**

D.3. Exhibit Links:

- 1. Memoranda of understanding, contracts, and/or other documents that demonstrate partnerships with schools**
- 2. Criteria for the selection of school faculty (e.g., cooperating teachers, internship supervisors)**
- 3. Documentation of the preparation of school faculty for their roles (e.g., orientation and other meetings)**
- 4. Descriptions of field experiences and clinical practice requirements in programs for initial and advanced teacher candidates and other school professionals**
- 5. Guidelines for student teaching and internships**
Assessments and scoring rubrics/criteria used in field experiences and clinical practice for initial and advanced teacher candidates and other school professionals (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)

E. Standard 4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions

necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

E.1. How does the unit prepare candidates to work effectively with all students?

The School of Education (SOE) at the University of Guam recognizes diversity in the following terms: differences among groups of people and individuals based on race, ethnicity, gender, socioeconomic status, language, religion, sexual orientation, and geographic region in which they live. Diversity is one of the characteristics of American higher education. One of the strengths of the SOE is our remarkable diversity.

Proficiencies related to diversity that candidates are expected to develop

The University's general education curriculum is itself designed to develop candidates' proficiencies related to diversity. General education courses for this purpose are listed in the undergraduate catalog under the following categories: Global Studies (diverse culture), Modern Language (different languages), Regional Studies (ethnicity), and Search for Meaning (gender). The SOE's professional education requirements include one course in local history or culture. Candidates are encouraged to enroll in HI211 (History of Guam) or ED265 (Culture and Education in Guam) to fulfill general education requirements as they focus on multicultural and multilingual topics.

Curriculum components that address diversity proficiencies

The SOE provides candidates with opportunities to develop knowledge, skills, and dispositions that address "diversity" proficiencies. The specific SOE courses that all candidates have to take include ED201 (Human Growth and Development) and ED300 (Educational Psychology). Both courses provide an introduction to diverse learners and the need for schools to consider the individual needs of the learner. The ED300 course, in particular, offers an analysis of the complex factors involved in individual differences in learning, motivation for learning, and socio-cultural factors as they affect the education of children and youth. In addition to these foundation courses related to diversity, elementary majors are required to take ED215 (Introduction to Exceptional Children) and ED446 (Including Students with Disabilities in the Regular Classroom). At the Masters level, ED600 (Issues and Philosophies in Culturally Diverse Schools) is a core course for most programs. Programs also have other courses that address diversity proficiencies.

Assessment instruments related to diversity

Key assessments aligned with the professional, national, and the SOE Conceptual Framework standards related to diversity are embedded in all course syllabi. The SOE's Conceptual Framework has three components: Knowledgeable Scholar, Effective Communicator, and Reflective Decision Maker. The Framework requires a professional commitment to acquisition of a knowledge base, teaching competence, and student learning. The Framework further emphasizes the importance of preparation in content, pedagogy, and professional skills as well as the critical importance of supporting learning for all students. Syllabi, assignments, and assessments are typical examples of faculty reflection during their daily practice. SOE faculty members are greatly engaged with their candidates in the classroom setting and in the field experience, evaluating candidates through observations and formally in examinations of candidates' performance. As an assessment instrument, the SOE's disposition rubric, a systematic assessment of candidate dispositions, is utilized to evaluate the candidate dispositions based on four levels: unsatisfactory, basic, proficient, and distinguished. Dispositions are fundamental to the Framework. The Knowledgeable Scholar component is designed to assess candidates' commitment to identifying their own learning style and P-12 students' learning styles. The Effective Communicator component assesses candidates' willingness to communicate enthusiastically, and the Reflective Decision Maker component assesses candidates' sensitivity to diversity.

Experiences working with diverse faculty

The SOE is committed to the recruitment, hiring, and retention of faculty with teaching experience in multicultural settings. SOE has a diverse faculty, allowing candidates experience in working with faculty with diverse philosophies and backgrounds. Mentorship is an important activity for retaining diverse faculty members and is practiced at SOE.

Diverse candidates

The University's students come from Guam, the U.S. mainland, the various islands of Micronesia, the Philippines, India, Korea, Japan, China, and Taiwan. The campus makes for an interesting ethnic mix. Students enroll in SOE courses from different ethnic and cultural backgrounds and speak a variety of first languages. The University enrolls both male and female students, and the latter are the majority. Through the curriculum and academic forums, SOE emphasizes that critical cultural consciousness is central to improving the educational opportunities and outcomes for candidates. Meaningful field experiences support the expansion of knowledge and appreciation of candidates coming from various cultural and ethnic backgrounds.

The University is committed to achieving equal opportunity and full participation of candidates with disabilities by providing for nondiscriminatory access to its services and facilities, through the American with Disabilities Act office.

Experiences working with diverse P-12 students

The majority of field experiences and clinical practices for pre-service students in SOE are conducted in the single public school district on the island, the Guam Department of Education (GDOE). The P-12 population in GDOE consists of a diverse population that includes students with disabilities, English language learners, and students with low socioeconomic status. Other experiences include working in the Domestic Dependent Elementary and Secondary Schools (DDESS) and private schools. Most private schools are affiliated with a specific religious organization. The SOE encourages candidates to work with exceptional students during their practicum and student teaching experiences.

E.2. Please respond to E.2a if this is the standard on which the unit is moving to the Target Level. If it is not the standard on which you are moving to the target level, respond to E.2b.

E.2a. Standard on which the unit is moving to the Target Level:

- **Describe work undertaken to move to the Target Level**
- **Discuss plans for continuing to improve**

E.2b. Continuous Improvement

- **Briefly summarize the most significant changes related to Standard 4 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate “None” in this section.)**

The University of Guam and the SOE Unit appreciate and embrace diversity within its faculty and student body - valuing and honoring diversity is at the heart of what we do. SOE continues to take advantage of all opportunities to provide experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. We have undergone several significant changes since the last visit. For example, our recent MOA with the Domestic Dependent Elementary and Secondary Schools (DDESS) allows for field experiences working with populations not found in GDOE schools. Faculty has also aligned their course syllabi with the INTASC, SOE Conceptual Framework, SPA, NBPTS, and Guam Teacher Professional Standards. All of these standards include indicators of appreciation and competency in working with diverse populations. Alignment ensures that our candidates build upon cultural values and beliefs in all aspects of their instructional and assessment practices by utilizing a broad assortment of skills and tools, including technology, in their teaching and assessment that maximize the opportunities for PK-12 students to demonstrate their competence in a variety of ways. To ensure that program candidates learn more about special education law and its implications for school administrators, the M.Ed. in Administration and Supervision program added Special Education Law as a course elective. In addition, the M.Ed. in Special Education has certified over 100 teachers in SPED over the last 3 years. These qualified teachers are in the classrooms of Guam and the region helping all students learn.

SOE actively recruits faculty who have experience teaching in multicultural settings. All job announcements now have this requirement. Our most recent addition to the faculty comes from Fiji, a region of the Pacific that previously has not been represented at SOE. We have also increased faculty awareness about the inclusion, identification, and support of students with disabilities in higher education. Dr. Richard W. Fee, Associate Professor of Special Education, worked with the ADA/EEO office and the Faculty Senate to provide a series of professional development seminars to faculty and staff of the University of Guam, Guam Community College and the Guam Department of Vocational Rehabilitation. Workshops included: 1) The Reasonable Accommodations under Section 504 of the Rehabilitation Act of 1973, 2) "Remedial English or Learning Disability?" and 3) Universal Design for Learning. These training programs assisted in UOG meeting the needs of all students in the educational community. Additionally, all SOE faculty must participate in ADA training. As faculty models acceptance of diversity, the teacher candidates emulate these behaviors and in turn impact their P-12 students.

E.3. Exhibit Links

- 1. Proficiencies related to diversity that candidates are expected to develop**
- 2. Curriculum components that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)**
- 3. Assessment instruments, scoring guides, and data related to diversity (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)**
- 4. Data table on faculty demographics (see example attached to NCATE's list of exhibits)**
- 5. Policies and practices for recruiting and retaining a diverse faculty**
- 6. Data table on student demographics (see example attached to NCATE's list of exhibits)**
- 7. Policies and practices for recruiting and retaining diverse candidates**
- 8. Data table on demographics of P-12 students in schools used for clinical practice (see example attached to NCATE's list of exhibits)**
- 9. Policies, practices, and/or procedures that facilitate candidate experiences with students from**

diverse groups

F. Standard 5. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

F.1. How does the unit ensure that its professional education faculty contributes to the preparation of effective educators?

Effective educators must be knowledgeable scholars, reflective decision-makers, and effective communicators. These are the elements of the conceptual framework of SOE. To ensure that the standards within these elements are realized, each course syllabus has corresponding activities that are aligned with those standards. Additionally, the syllabi in each program define the relationship between instructional objectives and activities, make explicit the commitment to technology and diversity, and align the specialized professional association standards with the course content. The course syllabi also demonstrate the commitment of professional education faculty to current research and best practice. Faculty members use current literature and studies to supplement course content.

Faculty members model a variety of instructional strategies and assessments in their work with candidates. The following instructional strategies are commonly used in classes: cooperative learning, interactive lectures with technology integration, project work, workshop-type instruction, inquiry-based teaching, and learning and collaborative action research methodology. Candidates are required to engage in journal writing, case studies, social networking, oral presentations and demonstrations, literature search, service learning, research, school observations, critiques of research articles, microteaching, and field experience. They are assessed in the performance of the aforementioned activities using rubrics and a variety of scoring guides. To ensure continuous assessment, candidates are required to keep e-portfolios at three critical points – entry, mid and exit.

The development of critical thinking, problem solving, and professional dispositions is central to the unit's conceptual element of reflective decision-making. Faculty members provide candidates with multiple opportunities to develop the skills and dispositions to be reflective practitioners. For example, a major assignment for candidates in all methods and practicum courses is a report of their impact on student learning.

All faculty members within the School of Education are actively engaged in the scholarship of research, application, and teaching. Research is central to the work of higher learning. The research undertaken by faculty is mainly focused on testing the effectiveness of teaching strategies, technology applications, or a specific curricular innovation, and exploring the factors that promote and inhibit learning of at-risk students.

At the intersection of research and teaching is the scholarship of application. This type of scholarship is based on the use of research results to improve teaching and learning. Faculty members of SOE who are engaged in research discuss the implications of their findings to enhance learning of K-12 students and develop new understanding in candidates that arises out of the process of application. Candidates are also required to conduct classroom-based research and draw out applications of findings to improve their own teaching. They are expected to provide their research output to a wider audience through oral presentations. Preparing them to become teacher-researchers is an avenue towards becoming a knowledgeable scholar, reflective decision maker, and effective communicator.

The scholarship of teaching is anchored on the belief that all academic efforts to deliver content and pedagogy become meaningful only as they are well understood by others. Through the use of technology-mediated instruction and constructivist approaches, SOE faculty members have transformed their own knowledge to a form that candidates have accommodated into their own repertoire of knowledge. The evidence that assesses the scholarship of teaching by SOE faculty can be gathered from at least three sources: self-assessment, peer assessment, and student assessment. Student assessment results always indicate a high level of performance by the SOE faculty. The preponderance of positive faculty evaluation is a good indicator of excellent teaching. The SOE faculty evaluation average for both spring and fall was above the university average in 2008 and 2009.

F.2. Please respond to F.2a if this is the standard on which the unit is moving to the Target Level. If it is not the standard on which you are moving to the target level, respond to F.2b.

F.2a. Standard on which the unit is moving to the Target Level

- **Describe work undertaken to move to the Target Level**
- **Discuss plans for continuing to improve**

F.2b. Continuous Improvement

- **Briefly summarize the most significant changes related to Standard 5 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate “None” in this section.)**

SOE faculty members are committed to excellence in teaching and learning. Such commitment can be seen in curriculum renewal efforts that accommodate priority areas identified by the Guam Department of Education. Two courses were developed in 2010 to meet the needs of ELL students. The course on Communication and Student Learning focuses on the development of knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. Another course, Math for ELLs, aims to provide support to English language learners through the development of concrete materials that will enhance their understanding of mathematical concepts.

In the graduate level, a SPED Summer Institute has been established to provide a variety of sound pedagogical strategies including the use of technology to assist the special need students in the school system. M.Ed. in Language and Literacy was changed to M.Ed. in Reading in 2009 to further meet the needs of students in the school system that lack reading proficiency. As of March 2011, there are now 14 graduate students enrolled in the M.Ed. in Reading Program. The total enrollment includes those listed under the previous program name, M.Ed. in Language and Literacy, and the new name, M.Ed. in Reading. An increase in enrollment in the M.Ed. Reading Program is anticipated upon WASC approval of the fully on-line degree program for Guam, CNMI, and Micronesia. This is a program faculty initiative demonstrating commitment to technology. The new masters program in the secondary level

called Master of Arts in Teaching (MAT) has attracted a large number of graduate students. When it was introduced in 2010, it had 23 graduate students. Now it has 45. This tremendous increase in enrollment size is expected to continue in the coming years.

Another curriculum improvement initiative is the inclusion of environmental and sustainability concepts through the Go Green Project. The Project goals were realized through the development of an integrative curriculum for elementary education. Science served as the core subject and the thematic approach became the means to achieve integration. In this approach the subject matter areas were used to develop an understanding of a conceptual theme – Going Green. The theme was used as an organizing mechanism. The Project brought together the following courses in the elementary education curriculum: ED 354: Science Methods, ED353: Social Studies Methods, ED351: Fine Arts Methods, and ED 486: Building Effective Strategies for Teaching, the action research course that was geared towards the development of action plans for Going Green and determining its impact on student learning. The Methods Practicum course, ED392 served as the implementation arm of the Project. This course is a field experience course where implementation of Going Green in elementary schools was realized.

Faculty engages in the SOE and UOG approval processes to continuously improve their programs. For example, Praxis II is now required for both undergraduate and graduate levels. To accomplish this, faculty had to formalize the approval processes, from the program, division, AAC, and faculty senate levels, with final approval from the Senior Vice President of Academic and Student Affairs. Praxis II has now become a requirement at midpoint for all undergraduate programs. It is also an exit requirement at the graduate level. In addition to Praxis II as a measurement of content mastery at the initial level, the elementary education program administers a competency test at the exit point. This is an exam collaboratively developed by the College of Micronesia and SOE for elementary education majors in the partnership program.

Although SOE's main mission is teaching, its faculty members are productive scholars involved in producing new knowledge through research. The commitment to generate and disseminate new knowledge extends all the way to their partners in the schools. The Collaborative Agenda for Research in Education, or CARE, was launched in 2010 to address the most pressing problems in education. An international conference was started in this same year. The Assessment and Accountability Conference held on Oct 22 and 23, 2010, was a meeting of minds by educators, teachers, researchers, practitioners, and school administrators who shared their expertise, experiences, theoretical perspectives and research findings on assessment and accountability in education. In 2009, the SOE Colloquium Series was started. Every month a faculty was assigned to give a talk on his/her research, deliver a theoretical paper, or discuss improvement of practice.

Another significant change in the area of scholarship is the increased involvement of faculty in grant writing and administration. Three faculty members are involved in Guam Department of Education ARRA grants, and another two in the Go Green Grants of the University of Guam. One faculty member is involved in the Hearing Detection Grant.

F.3. Data table on faculty qualifications (These data may be compiled from the tables submitted earlier for national program review by clicking on "Import" below, or compiled in Excel, Word, or PDF format and uploaded as an exhibit in following "F.4. Exhibit Links" section.)

**Table 1
Faculty Qualification Summary**

F.4. Exhibit Links

- 1. Data table on faculty qualifications (This table can be compiled in Excel, Word, or another format and uploaded as an exhibit. The information requested for this table is attached to NCATE's list of exhibits.)**
- 2. Licensure information on school faculty (e.g., cooperating teachers, internship supervisors)**
- 3. Samples of faculty scholarly activities**
- 4. Summary of service and collaborative activities engaged in by faculty with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)**
- 5. Promotion and tenure policies and procedures**
- 6. Samples of forms used in faculty evaluation and summaries of the results**
- 7. Opportunities for professional development activities provided by the unit**

G. Standard 6. The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

G.1. How does the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?

The Unit is identified as the School of Education (SOE) with the Dean as its head. From 2007 to 2009 and 2011, SOE was led by Dr. Leddy as Interim Dean. The unit leadership in his administration has provided faculty with participatory roles. The Dean is assisted by two division chairs – Dr. Ferrer for TEPS (Teacher Education and Public Service) and Dr. Inoue for FERHS (Foundations, Educational Research and Human Services). Shared governance of the SOE is held by the Academic Affairs Committee. The members of the Committee are composed of the two division chairs, a representative from each division, and the Graduate Committee Chair. The Committee meets twice a month to discuss academic matters. The Dean consults with two other committees – Assessment Committee and Admissions Committee – as necessary. The Dean also draws input from the Advisory Council composed of representatives from Guam Department of Education, Superintendents from both public and private schools, and other stake holders.

The Unit also collaborates with other UOG academic units in projects that promote partnership. The Tri-College Curriculum Team, under the Micronesian Language Institute grant, is an avenue for collaboration. Members of the team include the School of Education (SOE), College of Liberal Arts and Social Sciences (CLASS), and College of Natural and Applied Sciences (CNAS). The project is aimed towards helping second language learners achieve conceptual understanding in learning the content of science, mathematics and language arts. Faculty from the School of Education develops and revises courses for teachers to enhance their pedagogical skills in teaching ELL students. Faculty from the other colleges provides input on content.

The Unit provides professional development support. It augments the financial resources from university-wide travel grants by integrating into its budget a comprehensive plan for support of its faculty. An allocation of \$500/faculty/semester is provided for research and other professional development activities. Faculty development in the use of instructional technology is provided by the Unit through faculty workshops and individual tutorials. The Unit has taken on faculty initiatives to set up two avenues for scholarly activities – SOE Colloquium Series and the SOE International Conference on Assessment and Accountability. SOE participates actively through joint financial sponsorship of an

annual regional conference. SOE and CLASS collaborate in coordinating a UOG Annual Regional Language Arts Conference that draws educators and administrators from Guam and the region (i.e., Palau, Saipan, Chuuk, Pohnpei, Kosrae, Yap, the Republic of the Marshalls). The teacher candidates from both the initial teacher preparation and advanced programs participate as presenters. They present their theoretical and research papers, as well as numerous teaching strategies and approaches.

The Unit has the following support personnel to provide service to students and faculty: one administrative officer who takes care of administrative matters, one administrative assistant who assists with accreditation and program matters, one secretary each for the two divisions of SOE, one technology coordinator, one technology assistant, and one coordinator for off-campus and distance education (DE) programs. In addition, SOE regularly employs work-study participants through the University financial aid office. The support staff assists students in registration, disseminating course information, implementing security and safety procedures, managing utilization of facilities and resources, field placement, and convocation matters. Through its support personnel, the Unit ensures the smooth flow of business with faculty in such matters as book orders, load sheets, schedules, and correspondences with school partners.

The Unit houses eight classrooms. Equipment such as TVs, multimedia players, white boards, and bulletin boards are readily available. The Unit has an equipment room that houses laptop computers, multimedia projectors, and overhead projectors that can be borrowed by faculty. Each full-time faculty has a laptop computer and a projector for use in their assigned classrooms. The Unit has two computer labs – the GEARUP Lab that has 21 computers and the Mac Computer Lab that has 10 Mac desktop computers and 10 Windows PCs. The Mac Computer lab also houses eight supplemental Windows PCs for small group projects. SOE has two photocopying rooms for faculty photocopying needs.

The Unit has a Literacy Center that is used by the candidates in the M.Ed. in Reading Program and a counseling suite that is used by the candidates in the MA in Counseling Program. The Unit has 24 offices equipped with telephones, laptop computers, projectors and speakers for faculty, staff, and Dean. It has a lounge and is developing a Faculty Resource Center.

The Unit makes use of the library resources of the University for candidates' research. The library has the following resources: 442 educational videos, 6,702 educational books, 163 theses and special projects, and access to numerous journal databases specific to education. The UOG Library provides access to journals in multiple formats, which support the curriculum of the School of Education. The library provides access to databases, which cover multiple subjects. All databases are available to the on-campus and off-campus students, faculty, and staff through an online server.

The Unit receives sufficient budgetary allocations to provide programs for candidates to meet professional standards. The budget allocations to SOE have been stable and are comparable to other academic programs of the University of Guam. The budget adequately supports on-campus and clinical work essential for the preparation of professional educators. It also has a budget for off-campus activities, such as student teaching supervision in the Micronesian region, the Partnership Elementary Education Program with the College of Micronesia, and the Individualized Degree Plan for students in the region.

G.2 Please respond to G.2a if this is the standard on which the unit is moving to the Target Level. If it is not the standard on which you are moving to the target level, respond to G.2b.

G.2a Standard on which the unit is moving to the Target Level

- Describe work undertaken to move to the Target Level
- Discuss plans for continuing to improve

G.2b Continuous Improvement

- Briefly summarize the most significant changes related to Standard 6 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate "None" in this section.)

As we reviewed the Assessment Data Report (ADR) after the 2006 NCATE visit, we realized that there was some confusion with the Secondary Education program. During the initial NCATE visit, non-education majors were categorized as Option A candidates in the program, when in fact they were not. They were able to enroll in upper-division education courses and we were not collecting data on them. We have since ended this practice. Effective 2008 non-education majors are no longer permitted to enroll in upper division education courses. The secondary education candidates have two options: 1. Option A: a double major (Education and a Content area) or 2. Option B: a major in Education only with a specialty in a content area. Candidates go through the same transition points and data collection process.

In 2007, the Literacy Lab and Counseling Suite were renovated with new flooring and interior paint. In 2009, the SOE Mac lab was upgraded with new computers to help teacher candidates become more adept in the use of technology for instructional purposes. The Unit also purchased athletic equipment worth \$40,000 for the PE courses in the Elementary and Secondary Education Programs. In 2010, each faculty was provided with a multimedia projector, microphones, and thumb drives for their teaching and research endeavors. In 2011 part of the ARRA funds have been dedicated to purchasing equipment for classroom use, such as video screens, interactive whiteboards and bulletin boards. Air-conditioning units have been upgraded and regularly sanitized to minimize the effects of the tropical conditions on the system; additionally, over \$600,000 has been dedicated to completely renovate the SOE building. Current efforts are focused on the Curriculum Resource Center for teacher candidates and the Faculty Resource Center. Purchases of hardware, software and current curriculum materials have been made.

A mechanism for tracking faculty advising assignments and activities is currently being worked on in the Unit. During the fall 2007 faculty retreat, the Unit and stakeholders reviewed the Assessment Data Report (ADR) for the previous year and made the following findings and changes. Exit surveys indicated candidate frustration with identification of their advisors. Students are now assigned an advisor during their first semester in the program and lists of student advisees are listed on faculty office doors. A letter is sent to the student notifying him/her of the advisor's name and requesting that the student schedule an appointment to complete/review a program plan. The School has recently instituted Advisement Week to emphasize the importance of advisement and to actively recruit and engage students in the advisement process. The number of advisees per faculty can be found on their respective faculty load sheets.

To update the curriculum resources, the purchase of resource materials is now in process. These include journal subscriptions, e-books, e-book readers, textbook references, software, and production-related

equipment and materials.

To strengthen support for professional development activities and collaboration with school partners, the Unit has discussed the establishment of CARE (Center for Applied Research in Education), as well as an on-line publication that will serve as the dissemination arm of CARE. This will enable the Unit to stay current in terms of applied research in education, which should be a major focus of SOE.

G.3. Exhibit

- 1. Policies on governance and operations of the unit**
- 2. Organizational chart or description of the unit governance structure**
- 3. Unit policies on student services such as counseling and advising**
- 4. Recruiting and admission policies for candidates**
- 5. Academic calendars, catalogs, unit publications, grading policies, and unit advertising**
- 6. Unit budget, with provisions for assessment, technology, and professional development**
- 7. Budgets of comparable units with clinical components on campus or similar units at other campuses**
- 8. Faculty workload policies**
- 9. Summary of faculty workloads**
- 10. List of facilities, including computer labs and curriculum resource centers**
- 11. Description of library resources**
- 12. Description of resources for distance learning, if applicable**