



AAQEP Annual Report for 2022

Provider/Program Name:	University of Guam
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

The University of Guam

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

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

The UOG School of Education

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

The Unit consists of all academic programs that lead to certification or licensure both at the initial and the advanced levels. SOE offers two bachelor's programs and seven master's programs, leading to careers in teaching, counseling, reading, school leadership, and other fields. SOE is organized into two academic divisions: 1) Professional Teacher Preparation (PTP) and 2) Advanced Education and Research Services (AERS). The PTP division provides undergraduate and graduate programs that lead to initial teacher certification or licensure. The programs include Elementary and Secondary education and the Masters of Art in Teaching (MAT) program. AERS houses the graduate programs in Counseling, Administration & Supervision, Innovations in Teaching & Learning, Reading, Special Education, and Teaching English to Speakers of other Languages (TESOL).

Summary data here provides the reader with information about the UOG School of Education's successes in terms of program enrollment, preparation, and completion. As well as satisfaction or recommendations for improvement provided by our completers and employers.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.uog.edu/schools-and-colleges/school-of-education/reports>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/22)	Number of Completers in most recently completed academic year (12 months ending 05/22)
<i>Programs that lead to initial teaching credentials</i>			
BAE Elementary	Multiple Subject – Elementary - Initial	148	19
BAE Secondary	6-12, with license areas: Math, General Science, Fine Arts, Career & Technical Education, PE & School Health, English, Social Studies	117	29
MA Teaching (MAT-ELEM or MAT-SEC)	K-5 or 6-12 in a content area.	37	24
Total for programs that lead to initial credentials		302	72
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
MA Counseling *not disaggregated	School Counselor** or Community Counselor	45*	18*
MEd Administration and Supervision	Administrator	17	1
MEd Reading	Reading Specialist PreK-12	41	16
MEd Special Education	Special Education PreK-12	9	9
MEd Teaching English to Speakers of other Languages	English as a Second Language (ESL)	2	3
Total for programs that lead to additional/advanced credentials		114	47

<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
MEd Innovations in Teaching & Learning	none	13	0
Total for additional programs		13	0
TOTAL enrollment and productivity for all programs		429	119
Unduplicated total of all program candidates and completers		429	119

Added or Discontinued Programs

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

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3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
429
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
119
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
95

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

The timeframe for the expected undergraduate cohort completion is four years and 1.5 times that is 6 years. To track completion rates, we chose to work backward. That is we took the list of completers in 2020-2021 and determined their start dates. The reason for this backward mapping for cohort completion is that many students declare education but have not been admitted or had no intention of staying with that degree.

Declared Program	Head Count	Percent (%) Graduated in 4 years	Percent (%) Graduated in 5 years	Percent (%) Graduated in 6 years
Elementary	19	(9) 47%	(4) 21%	(6) 32%
Secondary	29	(10) 35%	(8) 27%	(11) 38%
SOE	48	(19) 40%	(12) 25%	(17) 35%
UOG First-time, Full-Time Freshmen Cohort	432	11.3%	27.8%	37.7%

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

The following data is provided by ETS Data Manager. If there are less than five scores in a particular area, the data is not aggregated to show cumulative pass rates. The teacher performance assessments are administered by Praxis and based on data from the previous year up to September. The following scores had enough test takers (5 or more) to show the pass rate percentage. Please note, we are not in control of who chooses to submit their scores to UOG. In some cases, students are graduating with a degree other than the content they wish to teach, and they then challenge the Praxis exam. This can affect pass rates as the students were not prepared for the test.

Test #	Test Name	Total #	Total Pass	Pass Rate
5018	Elementary Ed: Content Knowledge	39	25	64.1
5134	Art: Content Knowledge	7	5	71.43
5038	English Lang. Arts: Content Knowledge	8	5	62.5
5169	Middle School Mathematics	4	*	*
5165	Mathematics	6	5	83.33
5622	Principles of Learn Teach: Grades K-6	32	29	90.63

5624	Principles of Learn Teach: Grades 7-12	40	37	92.5
5435	General Science	3	*	*
5857	Health and PE	5	5	100
5440	Middle School Science	2	*	*
5113	Music	4	*	*
5421	Professional School Counselor	9	9	100
5301	Reading Specialist	1	*	*
6990	School Leaders Licensure Assessment	5	4	80
5081	Social Studies: Content Knowledge	6	5	83.33
5354	Special Ed: Core Knowledge & Application	10	10	100%
5362	ESL	3	*	*

Three scores presented were below the threshold of 80%. The elementary content knowledge

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

We will conduct the survey again in Summer of 2023.

Graduates from the initial educator preparation and advanced programs were surveyed in the Summer of 2021 asking how classes and field experiences at the SOE gave them ample opportunities to learn or extend their teaching expertise in five categories. While we surveyed completers who exited the program both 4 years out and 1 year out, the data provided here is for the end of the respondents' year 1. There were eighteen (N=18) out of 61 initial completers who responded for a 29% response rate. The breakdown of the 18 respondents by the grade level they were teaching was: 6 elementary and 10 secondary, with the 2 remaining not indicating a specific grade level. In the advanced programs there were seventeen (N=17) out of 91 advanced completers who responded for a 18.6% response rate. The breakdown of the 17 respondents by program was: 6 counseling, 5 reading, 4 secondary education, and 2 from the TESOL program. The scale for both initial and advanced surveys were Not Applicable (0), Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

The Initial Educators were surveyed on their planning, classroom management, incorporating diversity, utilizing assessment, and embodying professionalism. Based on the averages ranging from 3.05-3.8, completers agreed to strongly agreed that they were adequately prepared in all areas assessed. However, in reviewing the standard deviations, more attention needs to be given to those areas with a standard deviation of .7 or higher. That means attention needs to go toward the common core, special education, and communicating with parents.

The advance program completers were surveyed on planning, management, incorporating diversity, utilizing assessment, and embodying professionalism. The respondents overwhelmingly agreed to strongly agreed that their programs prepared them for all areas with average scores ranging from 3.5 to 3.8. There was consistently one student respondent who was not satisfied with their program. It is difficult to determine which program that might be. Being consistent with the initial programs, giving attention to those areas with a standard deviation greater than .7 means that there needs to be further guidance on using technology and responding to those with special needs.

INITIAL PROGRAM: Based on the courses and experiences in your teacher preparation program (including courses in your major and education), how well can you do the following:	Mean	SD
A. Plan		
A.1. Align content standards to lessons.	3.75	0.444
A.2. Align common core to lessons	3.70	0.733
A.3. Connect lesson across content areas	3.65	0.489
A.4. Develop lesson plans	3.80	0.523
A.5. Design lessons with a variety of teaching methods	3.70	0.470
A.6. Use of technology and media for teaching	3.55	0.510
A.7. Actively engage students in the learning process	3.65	0.489
A.8. Modify teaching as a result of student understanding.	3.55	0.605
A.9. Provide ample opportunity for higher-order thinking	3.50	0.688
B. Classroom Management		
B.1. Create a safe and orderly learning environment.	3.45	0.605
B.2. Maintain a safe and orderly learning environment.	3.35	0.587
B.3. Respond effectively to disruptive behavior.	3.05	0.605
B.4. Manage class time effectively.	3.50	0.513
C. Incorporate Diversity		
C.1. Design, adapt, and deliver effective instruction to English Language Learners.	3.35	0.587
C.2. Design, adapt, and deliver effective instruction to Special Education students.	3.35	0.745
C.3. Design, adapt, and deliver effective instruction to advanced students.	3.35	0.587
D. Utilize Assessment		
D.1. Design effective formative assessment tools.	3.45	0.605
D.2. Design effective summative assessment tools.	3.45	0.605
D.3. Effectively respond to assessment results.	3.45	0.605
D.4. Incorporate effective feedback.	3.55	0.510
D.5. Engage students with assessments.	3.50	0.607

E. Embody Professionalism		
E.1. Demonstrate dispositions and behaviors appropriate to the profession	3.80	0.410
E.2. Demonstrate ethics appropriate to the profession	3.65	0.489
E.3. Work effectively with the school community	3.65	0.489
E.4. Communicate effectively with parents.	3.263	0.733
E.5. Engage in meaningful reflections	3.70	0.470
ADVANCED PROGRAM: Based on the courses and experiences in your advanced program how well can you do the following (Note – clients refer to whoever is the recipient of our service):	Mean	SD
A. Plan		
A.1. Align accepted principles and standards of good practice to area of specialization.	3.60	0.598
A.2. Understand and make connections across multiple aspects in area of specialization	3.70	0.571
A.3. Effectively utilize principles and standards of good practice in area of specialization	3.60	0.598
A.4. Design effective procedures and engage methods appropriate to area of specialization.	3.70	0.657
A.5. Use technology in your area of specialization	3.70	0.733
A.6. Modify method or approach in response to understanding clients in your area of specialization.	3.60	0.598
A.7. Provide opportunity for higher-order thinking	3.65	0.587
B. Management		
B.1. Create/maintain a safe and orderly work environment.	3.75	0.444
B.2. Respond effectively to my client's behavior.	3.60	0.681
B.3. Manage work time/tasks effectively.	3.70	0.571
C. Incorporate Diversity		
C.1. Effectively provide for and respond to the needs of English Language Learners/clients.	3.80	0.523
C.2. Effectively provide for and respond to the needs of Special Education clients.	3.70	0.865
C.3. Effectively provide for and respond to the needs of clients of diverse cultures and ethnic backgrounds.	3.65	0.489
D. Utilize Assessment		
D.1. Effectively design and/or properly select a variety of appropriate assessment tools.	3.50	0.513
D.2. Effectively use and respond to the results of a variety of appropriate assessment tools.	3.50	0.607
D.3. Incorporate effective feedback.	3.50	0.607
E. Embody Professionalism		
E.1. Demonstrate dispositions and behaviors appropriate to the profession	3.65	0.489
E.2. Demonstrate ethics appropriate to the profession	3.70	0.470

E.3. Work effectively with the school community	3.70	0.470
E.4. Communicate effectively with professional partners.	3.80	0.616
E.5. Engage in meaningful reflections	3.65	0.587

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

One survey was sent to Guam Department of Education (GDOE) school principals to assess new teacher graduates for SY2020-2021. For these school years, there were 42 new teacher graduates from the University of Guam School of Education (SOE) The link to the SOE Employer Survey was emailed to the school principals to complete online using Qualtrics). The response rates were as follows:

- Elementary: 6 out of 12 principals responded (50% response rate)
- Secondary: 5 out of 8 principals responded (63% response rate)
- **OVERALL: 11 out of the 20 principals responded (55% response rate)**

The principals were asked to complete one survey per first-year teacher in their respective schools. The breakdown by school level of the number of teachers who were assessed is as follows:

- Elementary: 8 out of 21 first-year teachers were rated (38%)
- Secondary: 16 out of 21 first-year teachers were rated (76%)
- **OVERALL: 24 out of the 42 first-year teachers were rated (57%)**

Survey: Part I

The first part of the survey included 39 items in which the principals were asked to rate their satisfaction with the professional preparation using a five-point Likert Scale: 5 = *very satisfied*, 4 = *quite satisfied*, 3 = *satisfied*, 2 = *somewhat satisfied*, and 1 = *not satisfied*. The different aspects of teacher effectiveness rated on the survey are categorized in Table 1. Note: The last item was not placed into a category because the item rated the principal’s overall satisfaction with the preparation of the first-year teacher. The results in Table 1 show the items for each category and the mean values of the survey items by category.

Table 1: *Teacher Effectiveness Categories and Means*

CODE	CATEGORY	SURVEY ITEM	MEAN
pink	Content knowledge	A1, A2	3.94
purple	Lesson planning and preparation	B1 – B5	3.95
green	Instructional delivery	C1 – C6	4.0
yellow	Accommodations for student diversity	D1 – D3	3.84
blue	Assessment	E1 – E4	3.82
gray	Classroom management and environment	F1 – F4	4.23
orange	Interpersonal communication	G1 – G7	4.04
red	Technology	H1 – H3	4.1
white	Professionalism and Professional Growth	I1 – I4	4.08
	OVERALL		4.00

According to our annual survey of employers of our initial program graduates, the results show that Accommodations for Student Diversity continues to remain one of our lowest individual item scores at 3.7 with the overall categories of Accommodations for student diversity and assessment maintaining averages of 3.84 and 3.82 respectively. Qualitative comments suggest more training on data collection and data analysis would be beneficial as well as more differentiated instruction to meet the needs of our ESL, SPED, and GATE students.

With all mean scores 3.67 or higher, we are satisfied that our graduates are performing at or above the expected level (satisfied or above). The scores below indicate that our employers of our initial graduates are quite to very satisfied with the teachers we are producing.

The results of the survey are listed in Table 2 from the **highest to the lowest mean** and are **color-coded** representing the different aspects of teacher effectiveness as per Table 1:

Table 2: *School Principals' Satisfaction of the Professional Preparation of First-Year Teachers for SY 2020-2021 (n = 24 teachers assessed)*

(5 = Very Satisfied 4 = Quite Satisfied 3 = Satisfied 2 = Somewhat Satisfied 1 = Not Satisfied 0 = Not Observed)

Category /Item	Mean	SD	VS 5	QS 4	S 3	S S 2	NS 1
F1. Organizes classroom	4.28	.83	9	5	4		
F4. Creates a productive learning environment.	4.26	.81	9	6	4		
I1. Professional in demeanor and attitude	4.21	.85	9	5	5		
F2. Develops a safe and positive learning environment	4.21	.85	9	5	5		
H1. Uses technology in the classroom for instruction	4.18	1.01	9	3	4	1	
F3. Manages classroom and student discipline	4.17	.92	8	6	3	1	
G1. Communicates and works with parents	4.16	.90	9	4	6		
G4. Communicates and works with administration	4.16	.90	9	4	6		
G6. Asks for assistance when needed	4.16	.90	9	4	6		
H3. Encourages student use of technology in the learning process	4.12	.99	8	4	4	1	
C2. Uses classroom time effectively	4.11	.78	7	7	5		
G3. Communicates and works with colleagues	4.11	.94	9	3	7		
I3. Joins in self-evaluation and professional development	4.11	.90	8	4	6		

C6. Utilizes culturally responsive educational practices.	4.05	.78	6	8	5		
G7. Responds to needs of students and co-workers	4.05	.85	7	6	6		
I2. Responsive to constructive criticism	4.0	.90	7	5	7		
A2. Knowledge of subject content for grade level taught	4.0	.71	4	9	4		
B1. Aligns to national state standards	4.0	.94	8	3	8		
I4. Reflects on teaching practices and sets goals to improve	4.0	.91	7	4	7		
B2. Aligns lessons with college and career readiness standards	4.0	.94	8	3	8		
H2. Uses technology for data collection and analysis	4.0	1.01	7	3	5	1	
C3. Actively engages students in the learning process	4.0	.82	6	7	6		
C5. Varies instructional strategies	4.0	.82	6	7	6		
B5. Accommodates different learning styles, needs, and abilities.	4.0	.88	7	5	7		
A1. Broad knowledge of subject matter	3.88	.70	3	9	5		
C1. Presentation of content material	3.95	.78	5	8	6		
G5. Communicates and works with school staff	3.94	.87	6	5	7		
D1. Identifies special needs students and refers them to appropriate channel.	3.94	.87	6	5	7		
B3. Pursues organized plan to cover required content.	3.89	.94	7	3	9		
D3. Accommodates needs of students with disabilities	3.89	.90	5	7	5	1	
C4. Integrates curriculum involving local and global issues.	3.89	.88	5	8	5	1	
E3. Assesses student performance	3.89	.81	5	7	7		

E2. Provides students with immediate feedback	3.84	.83	5	6	8		
B4. Connects global perspectives in lesson content.	3.84	.96	6	5	7	1	
E1. Makes “action plans” based on student outcomes	3.79	.79	4	7	8		
E4. Uses assessment results to improve instruction	3.74	.81	4	6	9		
D2. Accommodates needs of diverse students	3.7	.98	5	6	7	2	
G2. Communicates and works with the community	3.67	.77	3	6	9		
Overall satisfaction with preparation of the first year teacher	4.14	.88	9	6	6		

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

The Guam Department of Education (GDOE) communicates this information with us on a semesterly basis for the initial educators and although communication has changed somewhat due to the pandemic, we were still able to ascertain the numbers of completers employed by the GDOE and by communication with completers. The current data is Fall ‘21 and Spring ‘22. From the 72 completers, 27 were already employed as teacher/interns. Once they completed their internship, they were retained at their school. Therefore, of the 48 who participated in student teaching, 43 are currently employed by the GDOE. The GDOE staffing patterns indicate that 91% of those who completed student teaching employed are in the GDOE schools.

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																
GPA,	Required GPA for Undergraduate is 2.7. Required GPA for Graduate is 3.0	At exit, GPA averages for the academic year across the three initial educator preparation programs indicates our completers continue to be high academic achievers with an average GPA of 3.582.																
Praxis	<p>Candidates applying for admission into the educator preparation program are required to pass Praxis Core. The passing scores are established by the same law that created the Guam Commission for Educator Certification.</p> <p>Reading requires a passing score of 156 Writing requires a passing score of 162 Math requires a passing score of 150</p> <p>It is expected that all students will pass the Praxis Core.</p>	<p>It is recognized that in order to be admitted to the School of Education you have to pass the Praxis Core. So, technically we have a 100% pass rate.</p> <p>However, when reviewing the ETS Data Manager, students who have identified the UOG as a score recipient are included in the pass rate report. Not all students apply to the School of Education. Some test takers are seeking a temporary certification from the state.</p> <table border="1" data-bbox="1346 1232 1890 1390"> <thead> <tr> <th>Test CORE</th> <th>N</th> <th>n</th> <th>Pass Rate %</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>101</td> <td>71</td> <td>70.3</td> </tr> <tr> <td>RDG</td> <td>96</td> <td>72</td> <td>75</td> </tr> <tr> <td>WRTG</td> <td>106</td> <td>76</td> <td>71.7</td> </tr> </tbody> </table>	Test CORE	N	n	Pass Rate %	Math	101	71	70.3	RDG	96	72	75	WRTG	106	76	71.7
Test CORE	N	n	Pass Rate %															
Math	101	71	70.3															
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WRTG	106	76	71.7															

<p>Praxis Subject Assessment</p>	<p>The following Praxis Subject Assessments are requirement prior to Student Teaching or Internship. The expectation is that all students will pass the test above the cut score established by the Guam Commission for Educator Certification.</p> <p>Elementary Education: Content Knowledge: 163</p> <p>Middle School Mathematics: 165</p> <p>Middle School Science: 150</p> <p>Art: Content Knowledge: 158 English Language Arts: Content Knowledge: 167</p> <p>General Science: Content Knowledge: 150</p> <p>Music: Content Knowledge:</p> <p>Social Studies: Content Knowledge: 154</p> <p>Health and Physical Education: Content Knowledge: 160</p> <p>Special Education: Core Knowledge and Applications: 151</p>	<p>While 100% of our students must pass the subject assessment prior to student teaching or prior to admission into the MAT program, it is particularly important that we monitor the content tests for our undergraduate and advanced programs. This past year, many students who did not pass the mathematics subject assessment chose to take the middle school math assessment. The Secondary program coordinator needs to provide the content area faculty across the UOG campus with a breakdown of the test areas that need more attention. For example, we need to evaluate the History for Education program and see if it has enough Geography. On the Mathematics test, Number & Functions, Algebra, Functions, and Calc subtest scores need to be seen by the program and for the general science, more attention on Life Science and/or Earth and Space Science would benefit our future teachers.</p>
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	<p>Reading Specialist: 164</p> <p>School Leaders Licensure Assessment: 151</p> <p>English to Speakers of Other Languages: 155</p> <p>Professional School Counselor: 156</p>																					
<p>Praxis: Principles of Learning and Teaching</p>	<p>At midpoint, initial candidates' pedagogical and professional knowledge and skills are primarily measured through the Praxis PLT exam. The required passing cutoff score is 160 for Elementary K–6 and 157 for Secondary 7–12, as set forth by the Guam Commission for Educator Certification. The performance expectation is that all students pass, and all subsection scores fall within the average range. .</p>	<p>Detailed datasets included in SOE's Annual Data Reports (ADRs) show a breakdown of candidates' passing scores by test categories: (a) Instructional Process and (b) Assessment—for pedagogical knowledge, and (c) Students as Learners and (d) Professional Development Leadership and Community—for professional knowledge, and (e) Analysis of Instructional Scenarios. It is very rare that students do not pass on a first attempt.</p> <table border="1" data-bbox="1350 1101 1892 1382"> <thead> <tr> <th>PLT Section</th> <th>N</th> <th>Avg</th> <th>Avg poss.</th> <th>Avg. range</th> </tr> </thead> <tbody> <tr> <td>A) Inst. Process</td> <td>60</td> <td>15</td> <td>21</td> <td>12-18</td> </tr> <tr> <td>B) Assessment</td> <td>60</td> <td>11</td> <td>14</td> <td>9-12</td> </tr> <tr> <td>C) Students as Learners</td> <td>60</td> <td>15</td> <td>21</td> <td>12-17</td> </tr> </tbody> </table>	PLT Section	N	Avg	Avg poss.	Avg. range	A) Inst. Process	60	15	21	12-18	B) Assessment	60	11	14	9-12	C) Students as Learners	60	15	21	12-17
PLT Section	N	Avg	Avg poss.	Avg. range																		
A) Inst. Process	60	15	21	12-18																		
B) Assessment	60	11	14	9-12																		
C) Students as Learners	60	15	21	12-17																		

		<table border="1"> <tr> <td data-bbox="1346 183 1549 277">D) Prof. Dev. Leadership & Community</td> <td data-bbox="1549 183 1612 277">60</td> <td data-bbox="1612 183 1686 277">9</td> <td data-bbox="1686 183 1782 277">13</td> <td data-bbox="1782 183 1896 277">7-12</td> </tr> <tr> <td data-bbox="1346 277 1549 371">E) Analysis of Inst. Scenarios</td> <td data-bbox="1549 277 1612 371">60</td> <td data-bbox="1612 277 1686 371">11</td> <td data-bbox="1686 277 1782 371">16</td> <td data-bbox="1782 277 1896 371">8-14</td> </tr> </table>	D) Prof. Dev. Leadership & Community	60	9	13	7-12	E) Analysis of Inst. Scenarios	60	11	16	8-14
D) Prof. Dev. Leadership & Community	60	9	13	7-12								
E) Analysis of Inst. Scenarios	60	11	16	8-14								
<p>Educator Disposition Assessment (EDA)</p>	<p>We began using the Educator Disposition Assessment (EDA) in Fall 2018 to assess our candidates' disposition at entry, midpoint, and exit in the initial educator preparation and advanced programs. The assessment is completed by the candidate's course instructor. Candidates are aware that this assessment applies to the university setting, courses, early practicum experiences, and their final internship. Furthermore, elements in the EDA were aligned to SOE's Conceptual Framework—preparing candidates as Knowledgeable Scholars (KS), Effective Communicators (EC), and Reflective Decision-makers (RD). The candidates are rated on a three-point scale of Needs Improvement, Developing, and Meets Expectations.</p> <p>Faculty of SOE, both full-time and parttime, participated in a</p>	<p>The results for these two programs show that our candidates largely receive Meets Expectations for each EDA element (1-9).</p> <p>The percentage of overall ratings show a range of 91.80%-95.08% or an average of 93.44% of the initial candidates receiving a "Meets Expectations," 4.92% of the candidates are "Developing," and 1.64% are rated at "Needs Improvement."</p> <p>For the advanced programs, the range of percentages on the overall was from 66.7% to 100% with an average for all advanced candidates of 95.8% for "Meets Expectations" and 4.2% with "Developing."</p>										

	<p>refresher/calibration on how to assess students using the EDA in April of 2021.</p> <p>The expectation is that all candidates <i>meet expectations</i>, however there are practices in place that should a candidate be rated at needs improvement or developing, meetings with the advisor or faculty committee may be necessary.</p>	
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Classroom Supervisor Survey	<p>Classroom supervisors complete a survey at the end of student teaching for the initial undergraduate programs. The expectation is the classroom supervisor will observe their student teacher engaged in the activities described most of the time (3) or higher (always = 4)). The survey is separate from the formal observations and assessment of instruction.</p>	<p>In AY 21-22, of the 48 undergraduate completers who participated in student teaching with a classroom supervisor, only 26 (54%) of the classroom supervisors completed the exit survey. While the expectation is that classroom supervisor sees the desired behavior at least “most of the time”, we did have 9.5% of the responses at “Sometimes” and while not much we had a few “nevers” in the spring of 2022. There were however, 90% of the responses rated at “most of the time” or “always.”</p>

Completer Survey	<p>There is an expectation that our students agree that we have prepared them for planning, classroom management, incorporating diversity, utilizing assessment, and embodying professionalism. We expect that graduates will rate themselves at least a 3 (agree) or higher (strongly agree = 4) when responding to the prompt: “My classes and field experience at the University of Guam gave me ample opportunities to:</p>	<p>See section 3.f above. Our graduates felt the UOG School of Education gave them ample opportunities in all areas, as all areas were rated with scores ranging from 3.05-3.8. This indicates to us that our students have the skills and abilities referenced in the aspects of Standard 2. The next completer survey will be conducted in Summer of 2023.</p>
Employer Survey	<p>We expect that employers will rate our graduates at least a 3 (satisfied) or higher (quite (4) and very (5) satisfied) when responding to the prompt: To what degree are you satisfied with the professional preparation of first-year teacher(s) from the University of Guam in each of the following areas?</p>	<p>The employer survey was conducted in December 2021 in review of new teachers for AY'20-'21. The data is shown above in 3.g.</p> <p>The average rating employers gave our graduates ranged from 3.67 to 4.28. This indicates that our employers are more than satisfied with the preparation of our graduates. Interestingly, both the employers of our graduates and the graduates themselves seem to agree that there is room for improvement in graduates' ability to accommodating students with special needs. This was also specifically noted in the comments by a few administrators.</p>

<p>Educator Disposition Assessment (EDA)</p>	<p>The expectation is that all candidates meet expectations, however there are practices in place that should a candidate be rated at needs improvement or developing, meetings with the advisor or faculty committee may be necessary.</p>	<p>For Standard 2, the elements of the EDA that were used in order to respond to the standard included 1) Appreciation and Value of Cultural and Academic Diversity, 2) Demonstrating Preparedness in Teaching and Learning, 3) Exhibiting the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability, and 4) Collaborating Effectively with Stakeholders.</p>												
<table border="1"> <thead> <tr> <th data-bbox="1346 607 1549 691">EDA Section for Standard 2</th> <th data-bbox="1549 607 1724 691">Initial Programs AY 2021-2022</th> <th data-bbox="1724 607 1896 691">Advanced Programs AY 2021-2022</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 691 1549 911">1 Appreciation and Value of Cultural and Academic Diversity</td> <td data-bbox="1549 691 1724 911">95% (n=58) Meets Expectations, 3% (n=2) are Developing, and 2%(n=1) are Needs Improvement.</td> <td data-bbox="1724 691 1896 911">96% (n=52) Meets Expectations and 4% (n=2) are Developing</td> </tr> <tr> <td data-bbox="1346 911 1549 1130">2 Demonstrating Preparedness in Teaching and Learning</td> <td data-bbox="1549 911 1724 1130">93% (n=57) Meets Expectations, 5% (n=3) are Developing, and 2% (n=1) are Needs Improvement.</td> <td data-bbox="1724 911 1896 1130">96% (n=52) Meets Expectations and 4% (n=2) are Developing</td> </tr> <tr> <td data-bbox="1346 1130 1549 1349">3 Exhibiting the social and emotional intelligence to promote personal and educational goals</td> <td data-bbox="1549 1130 1724 1349">95% (n=58) Meets Expectations, 3% (n=2) are Developing, and 2% (n=1) are Needs Improvement</td> <td data-bbox="1724 1130 1896 1349">98% (n=53) Meets Expectations and 2% (n=1) are Developing</td> </tr> </tbody> </table>			EDA Section for Standard 2	Initial Programs AY 2021-2022	Advanced Programs AY 2021-2022	1 Appreciation and Value of Cultural and Academic Diversity	95% (n=58) Meets Expectations, 3% (n=2) are Developing, and 2%(n=1) are Needs Improvement.	96% (n=52) Meets Expectations and 4% (n=2) are Developing	2 Demonstrating Preparedness in Teaching and Learning	93% (n=57) Meets Expectations, 5% (n=3) are Developing, and 2% (n=1) are Needs Improvement.	96% (n=52) Meets Expectations and 4% (n=2) are Developing	3 Exhibiting the social and emotional intelligence to promote personal and educational goals	95% (n=58) Meets Expectations, 3% (n=2) are Developing, and 2% (n=1) are Needs Improvement	98% (n=53) Meets Expectations and 2% (n=1) are Developing
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		4 Collaborating Effectively with Stakeholders	92% (n=56) Meets Expectations, 6% (n=4) are Developing, and 2% (n=1) are Needs Improvement	98% (n=53) Meets Expectations and 2% (n=1) are Developing
<p>Although we strive for 100% of our students to “Meet Expectations,” the fact that consistently 90% of our completers at initial and advanced meet expectations, we are satisfied with the progress we are making with dispositions. The student who earned a “1,” Needs Improvement, in all categories, was removed from student teaching.</p>				

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Faculty continue to try to find unique ways of engaging students in their own planning by hosting program seminars for newly admitted students to reaching out across campus to new freshman for guidance on four-year plans. The SOE is continuing to search for new faculty in TESOL, Health & Physical Education, Special Education, Counseling, Reading, and Administration and Supervision. This is happening while facing severe budget constraints. While in 2021-2022, two programs (TESOL and SPED) decided not to admit new students. The full-time contract faculty ensured existing candidates were advised and able to complete the requirements for the degree. TESOL will continue to be “paused” which the SPED program anticipates a cohort in Spring 2023. The SOE went through a strategic planning proces and with one priority was the re-envisioning of the division structure. The faculty voted and administration approved a restructuring of the SOE into the Professional Teacher Preparation (PTP) Division which

houses the initial teacher preparation programs; and the Advanced Education and Research Services which handles the Advanced Programs. We are excited about the streamlined means of reviewing rubrics and outcomes in these new divisions.