



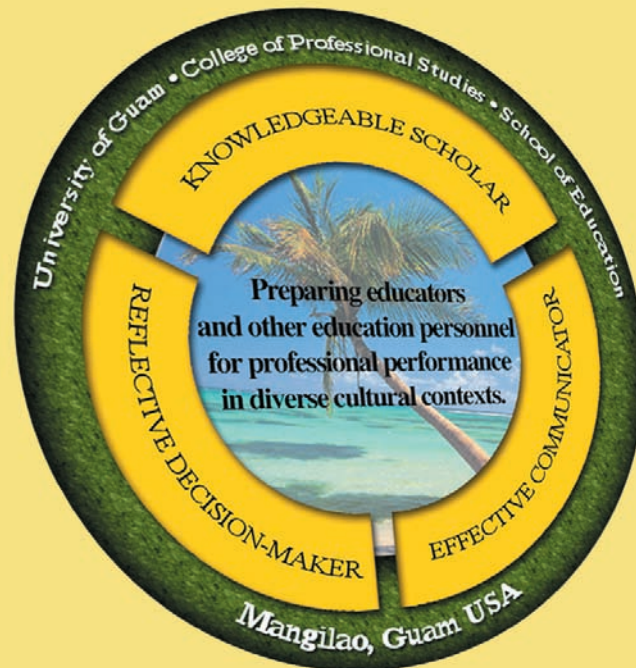
# NCATE

The Standard of Excellence  
in Teacher Preparation

National Council for Accreditation of Teacher Education

## INSTITUTIONAL REPORT

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College of Professional Studies  
School of Education

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## OVERVIEW

This section sets the context for the National Council for Accreditation of Teacher Education visit. It clearly states the mission of the institution and the unit.

1. Description of the Institution
2. School of Education Mission and Structure
3. School of Education Faculty and Students
4. Professional Education Unit and Programs
5. Selected Collaborations Between and Within Units

### **1. Description of the Institution**

With a gorgeous view of Pago Bay and the Pacific Ocean, the University of Guam (UOG) 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.

UOG is a U.S. accredited, regional, minority serving Land Grant institution that began in 1952 as the territorial College of Guam for the training of teachers. Over the years, the academic programs were expanded to accommodate increasing enrollments and students needs. The College of Guam was first accredited in 1963 and gained university status in 1968 when enrollment reached 1,800 and a faculty of 130. By 1970 the campus had expanded to include the Fine Arts Building, the Science Building, a Student Center, three dormitories, and the Health Science Building. A series of Public Laws 13-194, 17-55, and 19-40, established UOG's administrative autonomy as a non-membership, non-profit corporation under the control and operation of a nine-member Board of Regents appointed by the Governor of Guam with the advice and consent of the Guam Legislature. In the early 1990's the Board approved a physical master plan that resulted in construction of a library extension and renovation, construction of the Micronesian Area Research Center, Computer Center, the English and Communication Building, the Humanities and Social Science Building, a large lecture hall, and the School of Education Building. With a \$14 million USDA loan, the Leon Guerrero School of Business building was opened for occupancy in July 2006. Currently, UOG has three colleges, an enrollment of about 3,000 students, and 178 faculty that represent a diversity of island, U.S. mainland and Asian ethnicities.

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 (*UOG Undergraduate Catalog, 2006-2007, p. 9*).

Faculty, administrators, staff, and students participate in university governance, which is conducted according to the procedures outlined in the UOG's *Rules, Regulations, and Procedures Manual* approved by the Board of Regents (2001). The Board sets policy and approves broad actions of the UOG administration. The administration in turn provides leadership and approval of changes in the governance structure. The Board appoints the president who has wide authority in the appointment of vice presidents, deans, directors, and other administrators. In response to a Western Association of Schools and Colleges (WASC) 2000 recommendation, the faculty wrote the Bylaws for a Faculty Senate that were approved by the Board in late 2000. The Senate is a full partner in academic governance and the Senior Vice President for Academic and Student Affairs attends all Senate meetings. In addition, the Board negotiates a contract with the Faculty Union every three or four years. The Administrative Council serves as the advisory body to the President on all matters relating to administrative issues. The UOG Faculty Senate represents the interests of the entire UOG faculty in matters of governance and academic affairs. Issues regarding entry and exit requirements for programs, curriculum, program review and assessment, academic freedom, scholarship, research, and teaching, as well as the rights of faculty in governance are routine interests of the Senate. Senators are elected by the faculty of each college. At present, there are 17 senators divided into four standing committees: Senate Executive Committee; Standing Committee on Faculty Excellence; Standing Committee on Evaluation, and Standing Committee on University Budget and Planning (*Faculty Senate Handbook; Constitution and Bylaws of the University of Guam; BOR-Faculty Union Agreement*).

The current president of the University of Guam is Dr. Harold L. Allen who began his service in 2001. Administrators who report to the president include the Senior Vice President (SVP) for Academic and Student Affairs, Dr. Helen J. D. Whippy; the Vice President for Administration and Finance, David O'Brien, and the Vice President for University and Community Engagement, Dr. Jeff Barcinas. Administrators who report to the Senior Vice President include the Dean of College of Professional Studies (CPS), the Dean of College of Liberal Arts and Social Sciences (CLASS), the Dean of the College of Natural and Applied Sciences (CNAS), the Director of Micronesian Area Research Center, the Director of Water and Environmental Research Institute (WERI), the Director of Computer Center, the Director of Micronesian Language Institute (MLI), the Director of Marine Laboratory, the Director of Learning Resources, and the Dean for Enrollment Management and Student Services. Dr. Sheying Chen was the Dean of the College of Professional Studies until August 1, 2006 when he resigned from this position. Dr. Vivian Dames has been appointed as Acting Interim Dean, CPS, while a search is conducted during Fall Semester 2006. Dr. Catherine Stoicovy serves as the Interim Executive Director of the School of Education.

## **2. School of Education Mission and Structure**

The School of Education (SOE) is one of the three schools in the College of Professional Studies. The sister schools are the School of Nursing, Social Work and Health Sciences (NSWHS) and the School of Business and Public Administration (SBPA). While Education and Nursing/Health Sciences have their own buildings, the Business School has moved into its impressive new building to begin the Fall Semester, 2006. Dr. Vivian Dames is currently serving as Acting Interim Dean of the CPS. As one of the most senior faculty members at UOG, Dr. Dames earned

an MSW from Wayne State University and a PhD from the University of Michigan. Dr. Dames is responsible for overall academic leadership, planning, and management of the college. Administratively, each school is headed by an Executive Director. The holder of this position is responsible for administration of the school including, facilitating school-wide administrative tasks between the faculty and the Dean, assisting the Dean with faculty annual work plans and performance reviews according to the *Comprehensive Faculty Evaluation System (CFES)*.

The major mission of the SOE is the provision of pre-service teacher education to meet the multicultural and educational demands of the island's school system as well as providing for the region as a whole. The emerging challenges brought about by social, economic, and political changes within the region have created a need to expand the School's ability to deliver appropriate instruction and related educational services. Thus, an integral part of the School's mission has required it to become the academic, research, and service center for Guam and the greater Micronesian area (*UOG Undergraduate Catalog, 2005-2006*).

Since the primary goal of the SOE is the delivery of high quality pre-service teacher education, such training must meet the multicultural educational demands of the island school system as well as provides educational leadership for the Micronesian region as a whole. For example, the Director of Education of the Republic of Palau is a UOG master's degree graduate. Structurally, the faculty is organized into two divisions: the Teacher Education and Public Service (TEPS) Division and the Foundations, Educational Research and Human Services (FERS) Division. Each division has an elected unit representative (UR) as required by the BOR-Faculty Union *Agreement*. Each program is headed by a program coordinator who is responsible for management of the program. The College Academic Affairs Committee (ACC) is made up of representatives from each of the three schools. These faculty and their administrators meet regularly with the Dean. Furthermore, the CPS is linked to the College of Liberal Arts and Social Sciences and the College of Natural and Applied Sciences via the various undergraduate programs, the general education program, and graduate programs.

### **3. School of Education Faculty and Students**

The School of Education has had its own building since 1994. Currently, the SOE has 22 full-time faculty, 13 are Asian/Pacific Islander, two are Black, and seven are White. Females outnumber males 15 to 7. All but one hold the doctorate. The SOE provides initial preparation and continuing education opportunities to aspiring teachers. The faculty members are well qualified and work hard. Table 1 shows the academic rank and tenure status of the SOE full-time faculty from Fall 2005 to Spring 2006. The number of the full-time and part-time faculty and students from Fall 2004 to Spring 2005 is summarized in Table 2 below.

**Table 1: Academic Rank and Tenure Status of Full-Time Faculty (Fall 2005-Spring 2006)**

Academic Rank	Number of Faculty with Tenure	Non-Tenured Faculty	
		Number on Tenure track	Number not on tenure track
Professor	2		
Associate Professor	9	2	
Assistant Professor		7	1
Instructor			1
Lecturer			
Graduate Teaching Assistance			
Adjunct faculty			9
TOTAL	11	9	11

**Table 2: Full-Time and Part-Time Faculty and Students (Fall 2004-Spring 2005)**

UOG Student Enrollment Fall 2004-Spring 2005		School of Education Student Enrollment, Fall 2004-Spring 2005	
Undergraduate Total	2820	Undergraduate Total	273
Undergraduate full-time	2042	Undergraduate full-time	256
Undergraduate part-time	778	Undergraduate part-time	17
Graduate Total	273	Graduate Total	196
Graduate full-time	256	Graduate full-time	104
Graduate part-time	17	Graduate part-time	92
Total Students	3093	Total Students	469
UOG Faculty members Fall 2005		School of Education Faculty Members Fall 2005	
Full-time	171	Full-time	22
Part-time	66	Part-time	9
Total	237	Total	31

Most undergraduates at UOG are traditional students, entering college directly after completing high school. According to the *UOG Annual Report (2005)*, “Over the last four years, new student undergraduate enrollment increased more than 30% from 508 in Fall 2001 to 679 in Fall 2005.” A student ethnicity profile shows 42% of undergraduate students are Chamorros from Guam, 34% are Filipinos, 6% are white non-Hispanic, 2.7% are Palauan and 2.3% are Korean. A total of 334 individuals graduated with bachelor’s and master’s degrees in academic year 2004-2005, and some 424 earned degrees in AY 2005-2006 This brings the number of UOG alumni to over 11,500. UOG students receive more than \$12M of financial aid annually. The majority of these funds are in the form of Pell Grants and student loans. In addition, the local government provides merit scholarships and scholarships specifically for teachers. Many private scholarships are awarded to Guam students throughout the academic year.

UOG is accredited by Western Association of Schools and Colleges ([www.wascweb.org](http://www.wascweb.org)), a regional higher education accrediting body recognized by the Council on Post-Secondary Accreditation and the United States Department of Education. In preparation for an Educational Effectiveness review for reaffirmation of accreditation, a WASC Capacity and Preparatory Review visit will occur in spring 2007. Concerning the various programs and two other schools, the Nursing Program is approved by the Guam Board of Nurse Examiners and accredited by the National league for Nursing. The Social Work degree program was granted accreditation by the Council on Social Work Education (CSWE) in Fall, 2003. In 1998, the School of Business and Public Administration received official certification from the International Assembly for

Collegiate Business Education whereby the Master of Business Administration, Master of Public Administration and all Bachelor of Business Administration Degree programs were fully accredited by that organization. The School is also a member of the Guam Chamber of Commerce (UOG Undergraduate Catalog 2006-2007, p. 9).

Since August 1992, the Dr. Antonio C. Yamashita Educator Corps (YEC) has been playing a pivotal role in supporting Guam's teacher education needs. YEC provides support for educator certification/ recertification in two ways. One way is to provide full support for a structured curriculum via instruction in improved teaching methods, and by increasing proficiency in language arts/mathematics, and other content areas, and in the use of computers and the internet. The other is to provide space-available, tuition-free courses for recertification that are not part of a structured curriculum. The YEC program was created by Mina' Bente Kuåtto na Liheslaturan Guahan (Guam Legislature) as Public Law 24-231. The Executive Director of the SOE is a member of the YEC Council. The Council is responsible for approving awards, developing policies, and administering YEC's mandated support programs. The SOE, in particular, assists first year teachers in developing classroom skills and provides valuable support from experienced educators through mentoring, for instance. Table 3 shows the number of the students financially supported by YEC for Fall 2005 and Spring 2006, respectively.

**Table 3:** The Number of Students Financially Supported by YEC (Fall 2005 and Spring 2006)

	Fall 2005	Spring 2006
School Aide	13	12
Undergraduate	78	78
Graduate	19	15
Recertification	0	45

#### **4. Professional Education Unit and Programs**

The professional education unit is defined as the School of Education, College of Professional Studies. The Executive Director of the School is the head of the unit, and is supervised by the Dean of CPS. The SVP signed the policy change form on March 20, 2006, which officially established the SOE Curriculum Committee, consisting of the coordinators of eight programs, one specialization and one unit (Elementary Education, Secondary Education, Special Education, TESOL, Language and Literacy, Administration & Supervision, Physical Education, the Foundations and Educational Research unit, and Educational Technology). Note that Educational Technology is not a program, but is a specialization that the SOE plans to strengthen into a program in the near future. The Early Childhood and Chamorro Teaching degree programs are included as a part of Elementary Education. Table 4 is a summary of professional education programs offered by the School of Education from Fall 2005 to Spring 2006.

The unit (school) has the following seven teacher education major programs on the initial level leading to baccalaureate degrees: 1) Early Childhood/Elementary Education, 2) Elementary Education, 3) Elementary Education with Chamorro Language and Culture Teaching Specialty, 4) English as a Second Language, 5) Second Language/Elementary Education, 6) Secondary Education, and 7) Special Education. There are two categories of student status at the undergraduate level: Pre-education and teacher candidacy (those formally admitted to the SOE).

The unit offers the following five advanced programs: masters degrees in 1) Administration and Supervision, 2) Language and Literacy, 3) Secondary Education, 4) Special Education, and 5) TESOL (Teaching English to Speakers of Other Languages). All advanced level programs offer different credit options for candidates. For instance, both the Language and Literacy and TESOL Programs have two options: Thesis/Special Project; or Non-Thesis/Special Project.

**Table 4:** Professional Education Programs Offered by the School of Education (Fall 2005–Spring 2006)

Program Name	Award Level	Program Level (Initial or Advanced)	Number of Hours	Number of Candidates	Agency or Association Reviewing Program (State, SPA, or Other)	Status of National and State Program Review	
						Program Review Submitted (yes/no)	Current Status (initial review, rejoining, or complete)
Early Childhood/ Elementary	B.A.	Initial	124	51	NAEYC	Yes	Nat. Rec. 8-04
Elementary Education	B.A.	Initial	126	69	ACEI	Yes	Rejoining 9-06
Physical Education	B.A.	Initial	60	1	AAHPERD/ NASPE	Yes	Nat. Rec. 8-05
Special Education	B.A.	Initial	131	10	CEC	Yes	Nat. Rec. 8-03
Secondary Education: Agricultural Education	B.A.	Initial	30	3	N/A	N/A	N/A
Secondary Education: Business Education	B.A.	Initial	30-51	1	N/A	N/A	N/A
Secondary Education: English/Language Arts	B.A.	Initial	21	18	NCTE	Yes	Rejoining 9-06
Secondary Education: Family Consumer Science	B.A.	Initial	30	3	N/A	N/A	N/A
Secondary Education: Math	B.A.	Initial	52	7	NCTM	---	Not Rec. 3-06
Secondary Education: Science	B.A.	Initial	41-43	3	NSTA	Yes	Rejoining 9-06
Secondary Education: Social Studies	B.A.	Initial	36	9	NCSS	Yes	Rejoining 9-06
Secondary: Computer Information Systems	B.A.	Initial	73-74	1	ISTE	N/A	N/A
Secondary Education: Chamorro	B.A.	Initial	133	3	N/A	N/A	N/A
Secondary Education:ESL	B.A.	Initial	39	3	N/A	N/A	N/A
Secondary Education: Fine Arts/Music	B.A.	Initial	60	3	N/A	N/A	N/A
Secondary Education: History	B.A.	Initial	42	1	N/A	N/A	N/A
Secondary Education: Japanese	B.A.	Initial	44	1	N/A	N/A	N/A
Language and Literacy	M.Ed.	Advanced	36	12	IRA	Yes	Nat. Rec. 1-04
Administration & Supervision	M.Ed.	Advanced	36	29	ELCC	Yes	Rejoining 9-06
Special Education	M. Ed.	Advanced	36	4	N/A	N/A	N/A
Secondary Education	M. Ed.	Advanced	36	11	N/A	N/A	N/A
TESOL	M. Ed	Advanced	36	15	TESOL	Yes	Awaiting Response

The Secondary Education Program requires students to declare a double major and a subject area of the students' choice as listed above.



## **5. Selected Collaborations Between and Within Units**

Several examples of SOE faculty collaboration within and between programs are noted here. The Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS) has served as a training, technical assistance, and research center in the Western Pacific region for the past 12 years. CEDDERS has been consistently 100% funded through federal grants and contracts. One of CEDDERS major initiatives for FY 2005 is Project HATSA (a Chamorro word that means “to raise” or “to build”). This is a fitting name for this project, which aims to raise teacher standards to improve student performance). CEDDERS in partnership with the Guam Public School System (GPSS) wrote the successful Teacher Quality Improvement Grant for the GPSS, garnering \$9.3M over a three-year period that will focus on improving the quality of in-service and pre-service teachers in the GPSS. CEDDERS facilitates a wide variety of interdisciplinary training activities at the pre-service, in-service teacher education and training.

**Faculty collaborations.** Research initiatives by Dr. Yukiko Inoue and her SOE colleagues, for instance, include the following: (1) Book project, *Technology and diversity in higher education: New challenges* (involving M. Miller, N. Schmitz, and C. Stoicovy); (2) Book project, *Roses, you must be* (with C. Stoicovy); (3) Research article, *The Chamorro adult male identity and development* (with J. Sanchez); and (4) Research article, *Collegial training and innovative, creative teaching for college students* (with M. Jackson). Additionally, *The Micronesian Educator* (current editor is Y. Inoue) is a refereed journal of educational research and practice published annually by the SOE. The journal invites contributions from a wide audience of researchers and practitioners, and offers insights and understandings about education in Guam and Micronesia. The journal serves as a forum for sharing current research, theoretical perspectives and innovative practices in education with a particular focus on the Micronesian region.

Another example of faculty collaboration is the research team set up in 2006 by Dr. Lourdes Ferrer. This team is made up of six faculty members that will cooperate in research focused on communication strategies, critical thinking, group work, classroom management as related to student learning, accountability, and accommodating diversity. Additionally, SOE faculty members have recently improved their distance education skills through training in use of *Moodle*. This is being done in-house by Dr. Paul Wallace.

**All faculty working on NCATE.** The SOE strives for excellence in its teacher preparation programs. To improve and maintain unit standards, the NCATE accreditation effort has become a key activity for all faculty members. A newsletter, *SOE Vision*, is published twice a year and the NCATE website ([www.uogsoencate.net](http://www.uogsoencate.net)) has been developed and is serving as an online “document room.” Thus, the SOE is determined to pursue continuous improvement of teacher education and NCATE accreditation. One of the NCATE requirements is technology use, and the SOE faculty has focused on technology integration. In Inoue’s (2006) research, UOG students perceived that it is always exciting to take a course where the professor energizes learning by introducing educational technology and new electronic media into the curriculum. The SOE faculty has been encouraged to improve their technical proficiency, and to facilitate candidate mastery of technology for improved classroom instruction.

## CONCEPTUAL FRAMEWORK

The Conceptual Framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The Conceptual Framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

### 1. Introduction

### 2. Evidence of the Conceptual Framework

### 3. Professional Commitments and Dispositions

### 4. Candidate Proficiencies Aligned with Professional and State Standards

## 1. Introduction

The School of Education (SOE) at the University of Guam (UOG) envisions its candidates as possessing the following academic and human *qualities*: content knowledge, pedagogy, technological skills; language effective communication skills; commitment to professional growth and the ethic of service; the habit of reflection and desire for continuous growth in professional practice; sensitivity and disposition for critical analysis and synthesis; and responsiveness to the needs and interests of others. Faculty members at SOE recognize current *trends* in pre-service education particularly those listed by Ornstein and Levine (2003): increased emphasis on producing “reflective” teachers; growing use of computers and other technologies; requirements that future teachers learn about methods for teaching students with disabilities; and programs to prepare teaching candidates for the diverse cultural and ethnic settings found in contemporary American schools.

The SOE's revised model, the Conceptual Framework, was derived from the aforementioned qualities and trends. This vision is aspirational, it emphasizes that teacher candidates emerge as *knowledgeable scholars* who are able to *effectively communicate* the knowledge they gain from general education, foundations, and specialty courses to students in the P-12 schools. Candidates also will become *reflective decision makers* who are accountable for the learning of *all* students. The SOE will prepare candidates who are advocates for *all* learners, as described below.

- The element of **Knowledgeable Scholar** includes: content knowledge, professional knowledge, pedagogical knowledge, technical knowledge, service learning, and ethics. 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 share responsibility, and promote a high level of achievement and quality for all learners.
- The element of **Effective Communicator** includes: verbal/non-verbal skills, adaptability, language processes, interpersonal skills, knowledge dissemination 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, holistic perspective, social responsiveness, 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. (*Conceptual Framework* for more detailed information)

In preparing teachers, and administrators to serve and lead in P-12 schools, the SOE ensures that its candidates for certification know and demonstrate content knowledge in the subject area they plan to teach by their ability to explain and apply principles and concepts fundamental to their discipline. In addition to the competencies of an effective communicator within a variety of educational contexts, effective teachers reflect on their own work with students, and on student learning. They use their reflection in making wise decisions, which are intended to inform practice, reach consensus, and bring about change. Reflective decision-making is basic to lifelong learning. Finally, in today's information age, candidates in the SOE's teacher education program will be required to develop electronic portfolios, collect artifacts and reflections about those artifacts, and demonstrate their acquisition of a knowledge base and pedagogical skills, including their ability to work with new and emerging technologies.

## **2. Evidence of the Conceptual Framework**

At the present time, many university educators apply constructivism to teacher preparation: "Teaching from a constructivist perspective is not limited to telling or transmitting fixed bodies of knowledge but instead provides students with a variety of meaningful learning experiences and the intellectual support to understand those experiences" (Arends, Winitzky, & Tannenbaum, 2001, p. 37). These authors also maintain:

Rather than thinking of knowledge as eternally fixed and transmittable through language from teacher to learner, constructivists see knowledge as something that individuals actively construct through personal experience. This theory focuses on learning as a social process, in which learners construct knowledge through interaction with their teachers, peers, and others. (Arends et al., 2001, p. 36)

The constructivist view of learning is consistent with the UOG and unit mission of knowledge generation. The implications of construction in knowledge generation and dissemination are embodied in the three elements of the *Conceptual Framework*, showing a comparative analysis between the constructivist notion of teaching and learning. The SOE is guided by research driven knowledge and effective practices that constitute what a knowledgeable scholar, effective communicator and reflective decision-maker should be. These three ideals motivate and direct the SOE faculty in their work preparing teachers and other education personnel to meet the multiple challenges in the communities we serve. Each member of the SOE faculty constantly

strives to strengthen their knowledge, communication skills, and reflection. Only in this way, can they be exemplars.

### **Shared Vision**

Development of the Conceptual Framework, from the onset, involved all SOE faculty members, as well as stakeholders from within and outside the UOG community. This broad involvement guaranteed input from all constituencies and insights from a wide range of professional experiences based on the notion that a system developed by people who feel ownership is more likely to succeed. In 1999, a rudimentary draft developed by a faculty member was subsequently turned over to the Conceptual Framework Committee comprised of the College of Education (COE) faculty and the Dean. The Committee engaged in considerable discussion centering on beliefs and philosophy that set the stage for the first draft of the Framework. The Committee distributed draft copies of the Framework to the National Council for Accreditation of Teacher Education (NCATE) team at that time, to the faculty, and the COE's Academic Affairs Committee (AAC). Representatives from the Guam Public School System (GPSS) and the Catholic Schools.

In 2001, the themes and ideas in the draft Conceptual Framework were further developed, refined, and revised into a final version by a small working group of the SOE (formerly the COE) faculty and the dean, with input from the NCATE consultant Pauletta Bracy, students, and other stakeholders. Furthermore, during that time, the graphic representation was created, and after collaborative efforts between faculty and students a final model emerged. Since then the Conceptual Framework has been put into use, guiding discussion about assessments, *dispositions*, candidate performance, and the quality of school partnerships. It has also inspired greater faculty collaboration and collegiality. From the rudimentary draft in 1999 to final draft in 2001, the Conceptual Framework has been and continues to be a shared and powerful vision.

Furthermore, the SOE shared the Conceptual Framework in meetings with the Dean of the College of Liberal Arts and Social Sciences (CLASS) and the CLASS AAC, the faculty and Administrative Chair of the School of Nursing, Social Work and Health Sciences (SNSWHS), and the SOE Advisory Council. Copies of the Conceptual Framework have been distributed to key faculty and administrators of the College of Natural and Applied Sciences (CNAS) and the School of Business and Public Administration (SBPA). Students and faculty across the campus were invited to sessions at the UOG Lecture Hall to learn about NCATE and the Conceptual Framework. A large contingent of high school students from the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP), many of whom are interested in attending SOE, participated in the sessions. All attendees received copies of the Conceptual Framework. The SOE faculty made it a point to discuss the Conceptual Framework with their students and to provide packets containing information about NCATE and the Conceptual Framework. A course syllabus was developed to introduce students to NCATE, the Conceptual Framework, and LiveText for online portfolios.

## Coherence

The Conceptual Framework provides coherence, structure, support, and synthesis for both initial and advanced programs. The coherence among initial and advanced curricula, instruction, clinical experience, and assessment reflects the shared vision. As curriculum, clinical experiences, and assessments are changed, the Conceptual Framework is considered. The College's governance structure ensures coherence through the Teacher Education and Public Service (TEPS) and the Foundations, Educational Research and Human Services (FERHS) units and the CPS AAC, which reviews curriculum changes. The SOE's graduate and undergraduate degree programs are grounded in the Conceptual Framework, which has established a foundation of excellence through diversity, *reflective decision-making, knowledgeable scholarship, and effective communication*. This is consistent with the UOG mission:

Inina, Diskubre, Setbisio—to enlighten, to discover, to serve. The University is dedicated to the search for and dissemination of knowledge, wisdom and truth. It exists to serve 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 provides a unique opportunity to discover and acquire indigenous and global knowledge. (*Undergraduate Catalog, 2006-2007 p. 8*)

In summary, the Conceptual Framework clearly establishes a shared vision for the Unit in preparing educators to work in P-12 schools. Coherence is evident throughout the courses and programs, both initial and advanced. A focus on educational technology to improve student learning can be found in SOE practices that infuse technology into coursework and field experiences. The piloting of LiveText for online portfolios and data aggregation, and the new SOE/GEAR-UP computer Lab provide further evidence of the commitment of SOE to technology. Candidates and faculty are cognizant of candidate proficiencies articulated in the Conceptual Framework and are knowledgeable about their alignment with professional and state standards.

### **3. Professional Commitments and Dispositions**

The Conceptual Framework requires a professional commitment to acquisition of a knowledge base, teaching competence, and student learning. The Framework 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. The faculty of SOE are engaged with their candidates in the classroom setting and in field experiences, evaluating candidates through observations and formally in the examination of candidates' work and performance.

The SOE *disposition rubric*, a systematic assessment of candidate *dispositions*, is utilized to evaluate the *dispositions* based on four levels (unsatisfactory, basic, proficient, and distinguished). *Dispositions* are fundamental to the Conceptual Framework:

- Knowledgeable scholar: commitment to learning one's own learning and student learning
- Effective communicator: willingness to communicate enthusiastically
- Reflective decision maker: sensitivity to diversity

The SOE faculty is committed to Marshall's (2001) insight that the goal of content integration is to expand the curriculum by incorporating contributions of diverse cultures into traditional disciplines of study. This goal is relatively easily realized through technology. The following describes the faculty commitments to diversity and technology.

### **Commitment to Diversity**

The importance of recognizing the racial, behavioral, and cultural diversity of students has inspired much recent discussion and research in higher education; racially diverse environments, when properly nurtured, lead to both quantitative and qualitative gains in educational outcomes for all students, including higher retention rates and greater overall satisfaction with schools (Ila Parasnis, 2005). Diversity extends beyond student demographics—cultural, philosophical, ideological, and intellectual diversity are among the many forms of diversity, which are recognized by the Conceptual Framework and are integrated into the principles and practice for effective instruction in teacher education. This integration is addressed in the Standard 4 statement and is reflected throughout the curriculum and in the field experience.

Education in a democracy requires a commitment to affirming diversity and meeting the challenges presented by a wide range of constituents and communities. Grounded in the Conceptual Framework that embraces diversity, SOE prepares candidates who are equipped with knowledge, competency, and *dispositions* required to provide equitable educational experiences for all students within a diverse P-12 population. SOE envisions that its graduates emerge as *knowledgeable scholars* who can *effectively communicate* the knowledge they have acquired from general and specialty courses to their future students, and as *reflective decision-makers* who are accountable for the learning of all students. The commitment to support learning for all students is reflected in course syllabi that document an emphasis on diversity and that require clinical experiences in practicum settings with diverse student populations, and disposition assessments.

Additionally, it is important to note that UOG faculty are in a diverse student environment and the issues of diversity are part of their daily teaching. UOG is fertile ground for diverse experiences, practices, and challenges for teaching and learning. The SOE faculty is eager to discuss diversity issues and to make a positive impact on teaching and learning.

### **Commitment to Technology**

Through direct experiences using various forms of instructional technology, candidates learn how to create forms of meaningful experience and personalized learning for students. Computers and information technologies facilitate the realization of these important elements of the Conceptual Framework offering candidates a myriad of possibilities to bring the digital world into the classroom. To ensure the integration of technology into knowledge, skills and *dispositions*, at the initial level, candidates are required to complete courses in educational

technology. Students at the advanced level are expected to be proficient in the use of technology and multimedia. SOE conducts technology integration conferences and workshops for in-service and pre-service teachers. As an example, in January 2006, the Math and Science Conference on Technology (MASCOT) focused on incorporating technology into math and science education.

The SOE Conceptual Framework exemplifies a commitment to technology as a necessary knowledge base and skill for candidates. This is evident across the three elements of *knowledgeable scholar*, *effective communicator* and *reflective decision-maker* in both the undergraduate and graduate programs. Candidates demonstrate their technology skills in the coursework and in student teaching. The language and literacy program requires candidates to complete a graduate level educational technology course, and other graduate programs encourage their candidates to select technology courses as electives. SOE has been piloting LiveText (currently 342 students are using this system), a suite of Web-based tools that allows candidates to develop online portfolios to document their competency in meeting NCATE approved program standards. The SOE/GEAR-UP Computer Lab opened in the spring semester of 2005 for use by GEAR-UP students, SOE candidates and faculty. The Lab boasts state-of-the art computer equipment, laser color printers, scanners and multi media projectors.

The SOE is also committed to encouraging all faculty to model positive technology usage by seamlessly infusing the tools into their lessons, implementing a system through which pre-service educators will construct and disseminate electronic portfolios. Such efforts highlight their collective academic work. Research on the effectiveness of technology integrated into teaching have revealed innovative practices.

UOG has adopted the use of Moodle for blended and online course delivery. Moodle is an Open Source Course Management System (CMS), a server-based software package designed to allow educators to provide collaborative activities, critical reflection, and learning resources to online students as well as supplementing face-to-face learning. SOE has been the early adopter of Moodle on the UOG campus, with a majority of the courses on the server belonging to the school. In addition, training has been offered in the summer 2005 and spring 2006 semesters with both small-groups and one-on-one assistance, to provide faculty the skills needed to prepare course materials for online learning.

Additionally, the effects of technological support continue to play an important part in UOG's mission to develop reflective educational leaders for tomorrow. The University Technology Advisory Committee (UTAC) is one example. UTAC is tasked to address the availability and use of technology on campus. As such, the committee primarily focuses on technology resources, data management, applications and processes. While doing so, the committee may secondarily address infrastructure and organizations that support technology application.

#### **4. Candidate Proficiencies Aligned with Professional and State Standards**

The Conceptual Framework provides the structure for developing and assessing candidate proficiencies based on professional, territorial, and institutional standards. The Framework is aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and the National Council for Accreditation of Teacher Education (NCATE) approved

standards developed by the specialty professional associations (SPAs). Instruction and activities in the SOE's methods courses are geared towards SPA program standards while those of the practicum courses and student teaching are aligned with INTASC standards: Knowledge of subject matter; knowledge of development and learning; diversity; multiple instructional strategies; learning environment; communication; instructional planning skills including technology; assessment; professional commitment/responsibility/reflection; and collaboration and professionalism.

- *Knowledge of subject matter:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- *Knowledge of development and learning:* The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual social and personal development.
- *Diversity:* The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- *Multiple instructional strategies:* The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- *Learning environment:* The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- *Communication:* The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- *Instructional planning skills including technology:* The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- *Assessment:* The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- *Professional commitment/responsibility/reflection:* The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- *Collaboration and professionalism:* The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

In addition to NCATE standards, technology standards are aligned with the International Society for Technology in Education (ISTE) standards. A common core of foundations courses required for candidates are aligned with the territorial state Guam Public School Systems (GPSS) requirements for certification. Alignment allows SOE to be the designated "State Approved Agency" for Guam. Faculty have become knowledgeable about the proficiencies through NCATE meetings, program reviews, and development of course syllabi and assessments aligned with candidate proficiencies. Candidates are made aware of proficiencies expected of them through the coursework focused on those expectations, practicum and student teaching. The goal of SOE is to consistently, and relentlessly achieve the primary purpose of preparing reflective



professionals for success in increasingly diverse educational communities. Table 1 summarizes how assessments generally reflect the candidate outcomes and state and professional standards.

**Table 1: SOE Candidate Outcomes and State and Professional Standards**

<b>Outcomes</b>	<b>Assessment Information</b>
Knowledge of subject matter	Test scores, analysis of demonstrated knowledge, quality of student work and homework
Knowledge of human development and learning	Test scores, observations of work in class, analysis of demonstrated knowledge
Proficiency in diverse environments	Reflection paper, effect of the student on others, observations of behavior
Ability to deliver multiple instructional strategies	Lesson plan development, internship and student teaching, quality of student work
Ability to create positive learning environments	Field experiences, Internship and student teaching, observation of student understanding
Effective communication skills	Oral and written performance of students, observations of student involvement in class
Instructional planning skills, including use of technology	Lesson plan development, Web page development, presentation using multimedia
Assessment and evaluation skills	Internship and student teaching, analysis of demonstrated knowledge, understanding of classroom assessment
Demonstration of professional commitment/responsibility	Quality of student work, effect of the student on others, observations of behavior
Ability to establish partnership/collaboration	Conference/workshop participation, group projects, observations of work in class
Knowledge of social, historical, philosophical foundations	Test scores, observation of student understanding, performance on homework
Appropriate professional dispositions	Disposition inventory, overall strengths and weaknesses of students, reflection paper

## STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS AND DISPOSITIONS

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

### Introduction

#### 1.1 Content Knowledge for Teacher Candidates

#### 1.2 Content Knowledge for Other Professional School Personnel

#### 1.3 Pedagogical Content Knowledge for Teacher Candidates

#### 1.4 Professional and Pedagogical Knowledge and Skills for Teacher Candidates

#### 1.5 Professional Knowledge and Skills for Other School Personnel

#### 1.6 Dispositions for All Candidates

#### 1.7 Student Learning for Teacher Candidates

#### 1.8 Student Learning for Other Professional School Personnel

### Summary

### **Introduction**

The School of Education at University of Guam offers teacher education programs at the initial preparation and advanced levels as well as programs for other education personnel that follow a system of assessment that is aligned with the *Conceptual Framework* of the School of Education. Candidates are assessed at determined decision points, with multiple forms of assessment to determine the extent of accomplishment of the knowledge, skills and *disposition* objectives that are embedded in the *Conceptual Framework* of the school. These multiple assessments include examinations (objective and essay types) and various forms of performance-based assessments that measure:

1. Product – portfolios (developmental and showcase), research papers, observation reports, lesson plans, term papers, service learning reports, journals, case analyses, and homework.
2. Process – interviews, lesson delivery, oral presentations, creative performance, technology integration presentation, group interactions, and daily recitations

As candidates exit their programs, they are asked to provide feedback through a survey. Employers' surveys are also conducted to evaluate graduates' performance in terms of the UOG-SOE's *Conceptual Framework*.

### **1.1 Content Knowledge for Teacher Candidates**

**How does the unit know its candidates know their subject matter and are able to articulate the important principles and concepts of their fields?**

The School of Education (SOE) at the University of Guam has two groups of candidates. The first group consists of the candidates in the *initial teacher preparation programs*, such as:

1. Early Childhood Education
2. Elementary Education
3. Secondary Education
4. Special Education (SPED)
5. Physical Education (P.E.)

In the *advanced programs*, TESOL submitted its program report for initial review in February 2, 2006.

Candidates in both the initial teacher preparation and advanced programs are assessed at three critical points to determine their content knowledge preparation and development.

### **At Entry**

Candidates are assessed at admission into the initial teacher preparation programs using an interview rubric for *Knowledgeable Scholar*, which is one of the three conceptual components of the UOG-SOE Conceptual Framework. In addition, a GPA of 2.7 or better is required at the time of application. The applicant's official transcript is evaluated using a rubric to determine completion of and performance in the required General Education and Professional Education courses specified in the UOG Undergraduate Catalog. Results at admission indicate *acceptable* performance by all candidates in the content knowledge component of the Conceptual Framework. Appendix A

Admission into the SOE's advanced programs requires the fulfillment of the following:

1. Meet all UOG requirements stated under Academic Regulations, including a score of 900 or better on the Graduate Record Exam and a minimum of 3.00 undergraduate GPA.
2. Write a statement of accomplishments, interests and goals relating to the applicant's area of specialization

The above-mentioned requirements were met by all the applicants to the advanced programs of the SOE. Appendix A

### **At Midpoint**

Building on the basic *content knowledge* from the general education courses, the teacher candidates focus on a specific major field of study. All education majors complete initially 10 hours of professional education that pertain to introductory courses in the foundations of education – human growth and development, educational psychology, introduction to teaching, and observations in the schools. Once accepted at entry, candidates take more professional education courses that pertain to pedagogy and their specialization courses.

At midpoint, the candidates in the initial teacher preparation programs are expected to complete and pass with at least a grade of C the professional core courses, methods courses, practicum, and related area electives required in their respective program majors. Undergraduate Catalog  
The candidates in the advanced programs are also required to complete and pass the core courses

(ED 600, 601 and 602 or 603), specialization and elective courses required in their program of study *Graduate Bulletin*.

**What types of assessments indicate content knowledge of candidates and how do they perform in these assessments?**

Candidates' content knowledge is assessed using a wide range of methods such as portfolios, reports (e.g. literature review, book reports, and term papers that are commonly used in the advance programs), exams and oral presentations with Q&A sessions where course faculty get to probe more deeply the candidates' understanding of content and how they articulate the central concepts in their disciplines. A summary of the candidates' content knowledge performance is found in *Appendix B*.

Midpoint assessment is used for admission into student teaching. Respective program faculty assess their teacher candidates using the rubrics for each of the elements of the SOE Conceptual Framework. They use as basis the course grades obtained by the candidates. The criteria used for determining course grades include performance in content knowledge, pedagogical content knowledge and professional knowledge. The following assessments are commonly used in each program to assess content knowledge of the candidates:

1. Course exams that are given to candidates during exam week that the university schedules on the last week of the semester.
2. Oral presentations of assigned topics that are assessed through a rubric
3. Portfolio with artifacts that provide evidence of meeting the SPA standards. The portfolio is presented to course faculty who get to probe more deeply the candidates' understanding of content and how they articulate the central concepts in their disciplines.

In addition to the above, the methods and practicum courses in the different programs use such performance-based assessments as lesson planning, lesson delivery, research and practicum report. These assessments have rubrics that are aligned with each program's specialized professional association standards, INTASC standards 1-3, and the standards for *knowledgeable scholar* and *reflective decision-maker* of the SOE Conceptual Framework.

The assessments used by the various courses in the different initial teacher preparation programs are documented by candidate work and course syllabi in the Exhibit Room. A summary of the candidates' content knowledge performance is found in Appendix B.

The above-mentioned assessments are required in the *Comprehensive Faculty Evaluation* as evidences that faculty members of each program provide opportunities for the development of critical thinking and research skills in the candidates.

The Advanced Programs

Admission to internship and/or overview seminar artifacts: Transcripts to verify completion of all courses Research proposal developed in ED601 Portfolio with artifacts determined by each program.

For admission, the Special Education Masters program requires a bachelor of arts degree in Education with an emphasis in Special Education, including a course in classroom or behavior management and a 3.0 grade point average to be admitted. At midpoint, the program requires completion of the 15 hours of area specialization and completion of the thesis/special project proposal and exit assessments include a comprehensive examination and completion and defense of the thesis or special project.

The TESOL Program conducted two courses in Fall 2005 and Spring 2006. One of them, ED 661 (Second Language Theory and Development), is a content-based course while the other, (ED 662 – Second Language Testing and Evaluation), is a methodology course. The assessment of content knowledge in both courses using examinations and oral presentations with rubrics reveals a very satisfactory performance, with the majority displaying *proficiency* in content knowledge.

**How does the unit know that its candidates have adequate knowledge of content and pedagogy before taking the final field-based course?**

The candidates' GPA before entry into student teaching and internship in the initial teacher preparation programs should be 2.7 or better. In P.E., the required GPA is a little higher (2.75 or better). All the candidates applying for Fall 2006 student teaching have met their GPA requirement.

In Special Education, content and pedagogical knowledge are assessed using multiple sources, including a portfolio of field/research experience, grade point average of 3.0 or better in all coursework and completion of practicum and or field experiences integrated into each course at the graduate level.

**At Exit**

Content knowledge is further evaluated during the field experience semester of 16 weeks where the teacher candidates in the initial teacher preparation programs do their teaching practice in the schools. All teacher candidates must demonstrate at least a basic knowledge of content through the daily lesson planning and teaching carried out in the schools. They are observed and evaluated by the cooperating teacher and the UOG supervisor for a total of eight times during the sixteen-week semester. INTASC Standards 1, 2, and 3 are used to measure content knowledge of the teacher candidates. These standards are aligned with the program standards and the institutional standards that are embedded in the SOE Conceptual Framework. A summary of content knowledge performance using the INTASC Standards and the Benchmark Rubrics is found in Appendix C. In addition to the INTASC rubrics for content knowledge, portfolio assessment and the showcase presentation with accompanying rubrics are used. The assessment results show a substantial number of candidates at the distinguished level of performance for all the initial teacher preparation programs.

Completion of all coursework and thesis/special project artifacts: Comprehensive written examination, Completed thesis/special project Exit Survey, Portfolio.

For the advanced programs, the comprehensive exam results are at the proficient level and the oral defense of thesis and project presentation are distinguished.

In Special Education, an exit survey is completed by the student and a follow up survey or interview is conducted with employers, as well as the other exit assessment criteria.

### **What percentage of the candidates pass the state licensure examinations?**

Prior to graduation, Praxis 1 is required by the Guam Public School System (GPSS) to assess content knowledge and skills in reading, writing, grammar and mathematics. A pass in Praxis I or an earlier state exam called GETEP is required for full certification. Table 1 shows the Praxis 1 takers and the percentage of candidates who passed it.

Of the 50 graduates, 46 % took the Praxis and 65% passed it. Those who did not pass Praxis 1 or GETEP, including those who did not take it were given probational certification by the Guam Public School System.

Table 1: Praxis I Results for 2005-2006

Program	No. of Graduates	No. of Takers			Pass Rate		
		Reading	Writing	Math	Reading	Writing	Math
Early Childhood ED.	13	7	7	7	2 (29%)	4 (57%)	4 (57%)
Elem. Ed.	21	7	7	7	3 (43%)	5 (71%)	5 (71%)
Secondary Ed.	15	8	8	8	5 (63%)	7 (88%)	6 (75%)
SPED	1	1	1	1	(100%)	(100%)	(100%)
P.E.							

The Committee on Candidate Proficiencies has recommended Praxis 1 as a requirement for admission into the School of Education. The committee also recommends successful completion of Praxis 2 for GPSS to consider awarding full certification to program graduates. As these recommendations involve substantive changes, the decision could be expected at a later date.

There are no state licensure exams for the advanced program completers.

### **What are the reviews of the various Specialized Program Associations regarding content preparation of the candidates in the teaching disciplines?**

Standards of content knowledge vary across programs. Content preparation is described in detail in the SPA reports of the different programs. Refer to *Appendix D* for the SPA reports, summarized in table form.

Four of the five initial teacher preparation programs have received national recognition from their respective SPAs. They met all the standards for content knowledge. These programs include:

1. Early Childhood Education - reviewed by NAEYC
2. Elementary Education – reviewed by ACEI in 2003 (recognition given for two years only; will submit program report on Sept. 15, 2006).
3. Special Education – reviewed by CEC

#### 4. P.E. – reviewed by NASPE

The Secondary Education Program has yet to hear from NCATE about the results of the rejoinders for English Language Arts, Science and Social Studies. The content knowledge standards that were met in Language Arts were 3.1 - 3.7; in Science, 1.1 –1.3, 7.1; and in Social Studies, 3.1.

#### **What do exit surveys indicate about the preparation of the candidates in the content areas?**

An exit survey was conducted in 2005 to determine the activities candidates engaged in to enhance their content knowledge. The Elementary Education majors obtained an average of 3.6 on a scale of 4 in this survey. Close behind are the Secondary Education majors with an average of 3.5 followed by the Early Childhood majors who garnered an average of 3.2. The item with the highest score from the three groups of respondents is “knowledge of children’s growth and development and theories of learning”. The item with the lowest score pertained “to reading of articles on best practices to stay current in the subjects they teach”. The same trend emerged from the 2006 data. The lowest score was again in the area of personal enrichment through “reading of articles on best practices”. Appendix E

Part of a candidate’s *disposition* is the initiative to grow professionally through reading articles on best practices in teaching. This is apparently a weakness for some of the teacher candidates. To address this issue, the practicum and student teaching courses will require candidates to submit summaries of articles read on best practices. Ideally, this will enhance their own teaching beginning in Fall of 2006.

#### **What do interviews with alumni indicate about their preparation in the content areas?**

The School of Education has a student organization called ACEI that schedules annual mini conferences attended by beginning teachers. In the last mini conference the teachers were asked about their preparation in content knowledge. Some of them indicated that the preparation in some content areas was incomplete due to lack of time to cover the content of the disciplines in the methods courses.

For the Early Childhood and Elementary Education Programs, this problem has been addressed by dividing the integrated courses into two separate courses, thus allotting more time for the content of the disciplines to be discussed more fully in the separate courses.

#### **What do surveys of employers indicate about the content knowledge of candidates and graduates?**

A follow-up of the graduates was conducted in 2005 through an employer survey administered to teachers with 1-3 years of teaching experience in early childhood, elementary and secondary. The overall results indicate a fair knowledge of content (3.44). The range of scores in 2005 is from 2.88 (knowledge and understanding of special needs students and their referral) to 3.71 (lesson preparation). The overall results for content knowledge in 2006 show a slightly lower performance (3.03). The item with the highest score is knowledge of classroom organization

(3.47). The lowest score is again knowledge and understanding of special needs students and their referral (2.01). Appendix F

The results show a need for more SPED courses. The only initial teacher preparation program that offers a SPED course as a related area requirement is the Elementary Education Program. It is suggested that program advisers recommend one or two SPED courses as electives when they advise their candidates.

## **1.2 Content Knowledge for Other Professional School Personnel**

Language and Literacy received national recognition in 2004. Administration and Superintendent will submit its rejoinder in September 15, 2006.

### **How does the unit know its other professional school personnel know their fields and are able to articulate the important principles and concepts of their fields?**

At entry, the candidates in M.Ed in Educational Administration and Supervision and Language and Literacy must fulfill the entry requirements in the Graduate Program including those that are reflective of their academic proficiency, such as a score of 900 or better on the Graduate Record Exam and a minimum of 3.0 undergraduate GPA. The performance of the candidates in the core courses they take is assessed in terms of portfolios, reports, exams and oral presentations. The grades obtained by the candidates who took the core courses in Fall 2005 and Spring 2006 were within the *basic* and *proficient* levels.

At Mid-point, the specialization courses taken in Fall 2005 and Spring 2006 by the candidates in the M.Ed. Program in Administration and Supervision were ED 610, 611, 612 and 613. In these courses, the candidates' content knowledge performance was *distinguished*. Exams and oral presentations with rubrics were used to assess content knowledge of the candidates. Oral presentations were used to determine if candidates could explain well the concepts in their fields that are embedded in the professional and institutional standards.

The Language and Literacy Program conducted ED 641, 644, 484G, 647 and 649 in Fall 2005 and Spring 2006. The candidates who took these courses were assessed using examinations and oral presentations with rubrics to measure extent of accomplishment of the program and institutional standards for *knowledgeable scholar*. Results show that the majority of the candidates are at the proficient level with a few at the distinguished and basic levels of content knowledge performance.

At exit, comprehensive exams and oral defense of thesis and presentations of projects constitute the assessment of content knowledge. The results show *distinguished* performance in the aforementioned assessment measures by all the candidates in the three master's degree programs.



## **What do surveys of internship supervisors indicate about the content knowledge of other professional school personnel?**

As part of the field-based component of the M.Ed. in Administration and Supervision and Language and Literacy programs, practicum and internship supervisors were asked to evaluate the candidates' content knowledge performance. Their assessment using the practicum and internship rubrics shows that the candidates in this program exceeded expectations on content knowledge, thus a *distinguished* performance. In meetings with principals by program faculty, the principals indicated that the SOE graduates of the Administration and Supervision Program were well prepared in their knowledge content.

### **1.3 Pedagogical Content Knowledge for Teacher Candidates**

Pedagogical content knowledge comprises various methods and techniques that candidates use to teach their content knowledge to learners. There is a clear articulation of content and pedagogy in all the SOE courses and carefully supervised field experiences. Pedagogical content knowledge is assessed in methods courses, practicum courses and student teaching.

#### **How does the unit know that the candidates are knowledgeable of instructional strategies and can present subject matter in clear and meaningful ways?**

As early as admissions or at entry point, pedagogical content knowledge is assessed through interviews. Interview questions are based on ED 110 (Introduction to Teaching) and ED 192 (Observation and Participation) that are required for admission into the *initial teacher preparation programs*. There is also a question on the use of technology in teaching. Responses are rated using a rubric with indicators for the target, acceptable and unacceptable performance. Results of the interviews conducted with the pre-education students in Fall 2005 and Spring 2006 indicate *acceptable* performance for all those who applied for admission into the *initial teacher preparation programs*. Appendix A

Pedagogical content knowledge is assessed in methods courses and practicum courses that teacher candidates take before student teaching. Assessment done before student teaching constitutes midpoint assessment. The methods courses that were offered in Fall 2005 and Spring 2006 were ED 351, 352, 360, 361 and 362 in the Early Childhood and Elementary Education Programs; ED 321, 322 and 324 in the Secondary Education Program; ED 315 in the SPED Program, and PE 220, 257, 352, and 353 in the P.E. Program. Each methods course in the different *initial teacher preparation programs* has microteaching and practicum in the schools where teacher candidates' lesson planning, lesson delivery and use of instructional materials are assessed. Assessment results show *distinguished* performance in instructional materials development, *proficient* performance in lesson delivery, and *basic* performance in lesson planning.

The practicum course for the candidates in the Early Childhood and Elementary Education Programs is ED 392. For SPED, it is ED 292. The PE candidates take PE 392a, 392b, 392c. There is no practicum course for the Secondary Education Program candidates. Their practicum is part of their methods course. The practicum courses provide opportunities for teacher candidates to demonstrate their ability to observe effectively, plan developmentally appropriate

learning experiences for P-12 students, carry out these plans in the school setting with the students, analyze student learning, and integrate the results into their teaching for professional development. Rubrics for lesson planning, lesson delivery, and journal writing were used to assess the candidates' performance in the afore-mentioned tasks. Assessment results are within the *basic* and *distinguished* levels. *Appendix B*

Student teaching is the culminating experience in the *initial teacher preparation programs*. As a capstone course, it assists teacher candidates integrate learning gained from previous courses particularly those that include teaching strategies, classroom management, media communication techniques and planning instruction. INTASC standards 4, 5, 6, and 7 refer to the afore-mentioned elements of *pedagogical content knowledge*. Assessment of student teaching performance in these standards constitutes assessment at the exit point. The accomplishment of INTASC standards 4, 5, 6 and 7 has been achieved to a large extent. More than 70% of candidates in the Early Childhood and Elementary Education Programs demonstrated *distinguished* performance. A majority of those in the Secondary, SPED and PE Programs were *proficient* in their performance.

For the *advanced program* TESOL, ED 692 is the culminating experience. Candidates are assessed using the practicum rubrics for lesson planning and lesson delivery. The candidates' assessment results indicate *proficiency* in performance. ED 481G assessment results show *proficiency* and *distinguished* levels of performance.

### **Do candidates integrate technology into their teaching?**

In all the initial and advanced programs, technology use is part of the coursework. Candidates search the Internet to collect recent information about their disciplines and how to teach them more effectively to P-12 students. They prepare PowerPoint presentations, slide presentations, and TV material to present documentaries about their assigned topics. In methods courses, candidates are required to use educational software to show how the teaching of a particular concept is enhanced by computer animation and simulation. Candidates are also required to begin an e-portfolio to show how the course objectives are met through artifacts that are created electronically.

The *initial teacher preparation programs* have a required professional education course, ED 451 (Audio-Visual Education). This is a course in which instructional design and the selection, production and utilization of media resources are studied. The *advanced programs*, too, have ED 637 (Integrating Technology into the Curriculum), ED 638 (Teaching with the Internet) ED 634 (Instructional Interactive Media) and ED 636 (Utilizing Media Resources in Instruction). Performances of the candidates in these courses ranged from *proficient* to *distinguished*.

### **What are the reviews of the various SPAs regarding the pedagogical content knowledge of the candidates?**

Instruction and activities in the methods courses are geared towards the SPA standards of the programs while those of the practicum courses and student teaching are aligned with the INTASC standards. The candidates' performance in the program standards associated with pedagogical content knowledge was reviewed by NCATE's designated SPAs. All, but one *initial*

*teacher preparation program*, have met the pedagogical content knowledge standards. Social Studies in the Secondary Education Program has just met one standard. The Language Arts in the same program has met two standards. Science in the Secondary Education Program has met Standard I (3.1), ST (5.1), C (6.1) and SC (7.1). Appendix D

### **What do the exit surveys indicate about the candidates' pedagogical content knowledge?**

The exit survey mentioned in 1.1 has items that measure the candidates' pedagogical content knowledge. Three groups of respondents participated in this survey. The Elementary Education majors obtained an average of 3.8 on a scale of 4. The Secondary Education majors and the Early Childhood majors garnered an average of 3.5 each. In the 2006 results, both Elementary and Early Childhood Education majors obtained higher averages than the Secondary Education majors. The item with the highest score from the three groups of respondents refers to the alignment of activities with lesson objectives. The items with the lowest scores are those pertaining to drawing out of the concepts from the students (for 2005), asking thought provoking questions and technology integration (for 2006). Appendix E

The weak area identified in the survey pertains to the technique of questioning. This area will be given considerably more emphasis in microteaching activities. The teacher candidates will also be required to write down questions they will ask to draw out the concept(s) from their students. A videotape presentation that is focused on technique of questioning for concept development in students will also be required for all teacher candidates taking the practicum courses.

The unavailability of computers in some schools rendered it impossible for the teacher candidates to integrate computer technology into their own teaching. However, there were other forms of technology used such as, radio, tape recorder, TV, videotapes, slides and slide projectors, and the commonly used transparencies and the OH projector.

### **What do the employer surveys indicate about the candidates' pedagogical content knowledge?**

A follow-up of the graduates was recently conducted through an employer survey. The results indicate *fair* performance (3.13 and 2.9 for 2005 and 2006 respectively) in pedagogical knowledge by the beginning teachers. The items on *active engagement of the students in the learning process* (3.46 for 2005) and *integration of curriculum* (3.33 for 2006) obtained high ratings while *using effective classroom management and discipline in teaching* received the lowest rating for both 2005 and 2006. The result may be attributed to lack of a classroom management course in both elementary and secondary education programs. Appendix F

## **1.4 Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

Candidates in the *initial teacher preparation programs* complete professional education courses that pertain to culture, contemporary issues, and evaluation. TESOL has ED699 and other specialization courses that deal with the assessment of the candidates' professional and pedagogical knowledge, such as second language curriculum (ED 661), second language methodology (ED 481G), and second language testing and evaluation (ED 662),

## **How does the unit know that candidates are able to apply professional and pedagogical knowledge?**

### **At Entry**

Three foundation courses have, as a major objective, the development professional knowledge for students at the initial level. These courses are required for admission into the *initial teacher preparation programs*. They are ED 110 (Introduction to Teaching) or ED 403 (Foundations in Education), ED 192 (Observation and Participation), and ED 201 (Human Growth and Development). The average grade of those who took these courses as admission requirements was 2.7. The other admission requirement that assesses professional knowledge is a student essay about such topics as *why I want to be a teacher, parental involvement in education, diversity in the classroom, etc.* The essay is assessed using the rubrics for the *effective communicator* and *reflective decision-maker*. Results of the assessment indicate *acceptable* performance for those who applied in Fall 2005 and Spring 2006.

For the *advanced programs*, TESOL requires LN 300 (Introduction to Linguistics) and LN 385 (Structure of the English Language). These courses provide the initial content with respect to the professional and pedagogical knowledge and skills that are needed when candidates take the specialization courses. A GPA of 3.0 or better for these courses was met by the applicants requesting admission into the program.

### **At Midpoint**

The courses that provided professional and pedagogical knowledge and skills to the candidates in the *initial teacher preparation programs* are ED 300 where candidates learned the theories of learning that support current instructional strategies, ED 360 where candidates in the Early Childhood, Elementary and SPED programs learn the strategies for working in a multicultural classroom, and ED 489 where all the candidates learn the different assessment strategies and their classroom applications. The average grades of the majority of the candidates in ED 300, 360 and 489 for Fall 2005 and Spring 2006 fall within the *distinguished* performance level. Very few candidates were at the *basic* level. In Spring 2006, 12% of 25 students did not meet the acceptable level of performance in ED 489. The grade evidence, except for two candidates in ED 489, shows very substantial knowledge of professional and pedagogical standards that are articulated in the INTASC Principles that foundations and practicum courses use.

## **How does the unit know that the candidates are able to consider prior experiences of students in their teaching?**

The approaches used with the teacher candidates and the instructional strategies taught to them in the methods and practicum courses are anchored in constructivism. Constructivist approaches place a heavy emphasis on the use of students' prior knowledge as starting points for instruction. The lesson plan rubrics that are used in both *initial teacher preparation* and *advanced programs* have the element of prior knowledge utilization in teaching. This is also an element in lesson delivery. The candidates are very good in eliciting students' prior knowledge and experiences

(particularly experiences in the students' own culture). This element always receives a *distinguished* mark in candidates' lesson plans and lesson delivery rubrics. Appendix G

### **At Exit**

In the 16-week field-based experience (AKA student teaching), candidates demonstrate application of professional and pedagogical knowledge learned from foundations and methods courses. INTASC Standards 8, 9 and 10 are used to assess the application of professional knowledge in teaching. These INTASC Standards are well aligned with the institutional standards of a reflective decision-maker and effective communicator. Reflective journals and portfolios are used to assess the candidates' performance. The results for 2005-06 show that a majority of the candidates in the Early Childhood and Elementary Education Programs demonstrated *distinguished* performance while those in the Secondary, P.E. and SPED Programs had *proficient* performance.

For the *advanced program*, all the candidates in TESOL demonstrated *distinguished* performance in ED 692. This is a capstone course and enables the candidates to apply their professional and pedagogical knowledge.

### **How does the unit know that the candidates are able to consider school, family and community contexts in their teaching?**

There are two standards on professionalism that candidates have to meet. These standards are aligned with the INTASC Standards. They are: 1) Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of students, and 2) Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being. Student teaching, internship and practicum supervisors assess the candidates through their participation in parent-teacher conferences, use of community and school resources, and parental involvement in students' homework activities. Other service learning activities involving the school, children and parents, and the professional community are also considered and assessed. The candidates' reflective journals are used to assess performance of the professionalism standards. The results indicate *proficient* to *distinguished* performances.

### **What do the various SPA reviews report about the professional and pedagogical knowledge of the candidates?**

The specialized program reports that pertain to professional and pedagogical knowledge and skills for candidates were reviewed by the NCATE's designated SPAs. The results of the review show that some program standards have not been met. The Secondary Education Program has not met the science standards I 3.2-4, CS 4.1-4, C 6.2-4, SC 7.2-4 and EL 9.1-4. The SPED Program has not met its standards: GC 4S6, 4S23; 6S4.

### **What do the exit surveys indicate about the candidates' professional and pedagogical knowledge?**

An exit survey was conducted to determine candidates' performance in 9 items that relate to professional and pedagogical knowledge. All the items but one obtained ratings between 3.6 and 4.0 (highest) from the respondents. The lowest ratings established were for items 16 for 2005 and 17 for 2006. Item 16 pertains to the candidates' *planning and carrying out of language activities for ALL students (including those with special needs and LOTE children) to enhance their conceptual understanding*. This is an issue concerning diversity. Ways to address it in the classroom will be discussed more fully in the methods and practicum courses. Item 17 concerns *determining what worked and did not work in one's teaching*. This will be given more emphasis in journal writing.

### **What do employer surveys indicate about the candidates' professional knowledge?**

For 2005, the employers' survey consisting of 6 items that relate to professional knowledge all had very satisfactory and satisfactory average ratings of 3.62. This declined a bit in 2006 to 3.32. It is interesting to note that the two items that were ranked high in 2005 were ranked low in 2006. These items pertain to *responsiveness to student needs* and *constructive criticisms*.

### **1.5 Professional Knowledge and Skills for Other School Personnel**

The candidates in the Administration and Supervision Program are required to meet the professional standards from Educational Leadership Constituent Council (ELCC). The program provides assessment results that document accomplishment of the institutional standards associated with the goal of reflective decision maker and professional and pedagogical knowledge and skills. These are the standards associated with the *reflective decision maker*.

In *Language and Literacy* candidates are required to participate as members of a professional learning community, reflecting on practice and contributing to the improvement of instructional programs and advancement of knowledge. Issues and philosophies in culturally diverse schools (ED600), literacy assessment (ED643) and methods (ED645), special topics in literacy education (ED647) are examples of courses that meet the above-mentioned requirements.

The programs have capstone courses that enable the candidates to apply their professional and pedagogical knowledge in worksites. All the candidates in these programs demonstrated *distinguished* performance in Fall 05 and Spring 06.

### **How does the unit know that its candidates have adequate understanding of their professional and pedagogical knowledge?**

The specialization courses in the Administration and Supervision Programs provide professional and pedagogical knowledge for both the required practicum and internship. Candidates have met the GPA continuing requirement of 3.0 before beginning internship (ED 698).

ED 698 Internship in Administration and Supervision, which was offered in Fall 2005 and Spring 2006, addressed professional and pedagogical knowledge and skills standards of educational administrators. The courses in both programs used journal reflection and technology integration as course assignments. They were assessed using rubrics to determine the

candidates' levels of performance of the institutional standards for professional and pedagogical knowledge. In addition, the Administration and Supervision Program assessed the accommodation of diversity by its candidates to probe knowledge and application of the diversity pedagogy in the school setting. The assessment results for both programs show *distinguished* performance for the majority of the candidates.

The ED691 course is the overview seminar in Language and Literacy. The seminar is designed as a final integrative experience for the candidates in this program. Candidates review major issues in the field from different theoretical and methodological perspectives and develop their own research, community service/professional exploration projects. Candidates who took this course were *distinguished* in their performance.

### **Do the candidates know students', families and communities?**

The internship courses in both programs enable the candidates to collaborate with P-12 students, their families and the communities to which they belong. The internship supervisors assess the candidates' interaction and communication skills using the *effective communicator* rubrics. The candidates' reflective journals in ED 698 are assessed using the *reflective decision-maker* rubrics. The candidates' performances in both elements of the conceptual framework are *distinguished*. Furthermore, since Guam is, essentially, a small-scale society, candidates easily relate to their students families and communities.

The *Literacy Instructional Lab* course (ED644) focuses on reading and writing instruction for children and adolescents. Candidates get to tutor an individual (parent or any member of the community) on designing and implementing literacy instruction. Candidates of the program perform *exceedingly well* in this task.

### **Do the candidates use research and technology to improve practice?**

There are two graduate courses that engage candidates in full-time research to address the most pressing problems in the schools. Education 690 requires a project output that is assessed by a project rubric. ED 695 requires a thesis. In this course, the candidates are assessed by means of an oral presentation rubric and a thesis writing rubric. Both courses require the use of the Internet for literature search on current practices to enable the candidates to compare validated practices in the literature with their own practice. The candidates are also required to use statistical packages to process data. Computer utilization for the afore-mentioned purposes is also assessed using the computer integration rubric. Appendix C

## **1.6 Dispositions for All Candidates**

During the Faculty Retreat for Spring 2005, School of Education faculty identified key *dispositions* and aligned them with the SOE Conceptual Framework. The resulting list confirms that all the candidates in the School of Education must demonstrate the following *dispositions*:

- Disposition A: Commitment to learning (own learning and student learning)
- Disposition B: Willingness to communicate enthusiastically

- Disposition C: Sensitivity to diversity

The first key *disposition* was aligned with the *Knowledgeable Scholar* element of the SOE Conceptual Framework. The second one was aligned with the *Effective Communicator* element and the third with the *Reflective Decision-maker* element. A table of specification was prepared showing four indicators for *disposition* A, and three each for *dispositions* B and C. Performance descriptors for each of the four levels of performance (*Distinguished, Proficient, Basic, Unsatisfactory*) were specified to serve as the scoring scheme.

### **Are candidates familiar with expected dispositions?**

The *disposition* rubric was distributed to all faculty members for discussion and try out in their classes. The candidates were informed that the *dispositions* rubric will be used not only in the courses, but also at midpoint assessment, being a requirement for admission into student teaching or internship. The *dispositions* rubric is also discussed in the orientation seminar for student teaching and internship that are attended by the candidates and their supervisors. It was made clear to them that the *dispositions* rubric will be used for each candidate as a requirement for exit. These ways of informing candidates have become regularized at the SOE.

### **Are the expected *dispositions* reflected in the candidates' work with students, families and communities?**

Commitment to student learning reflects the candidates' work with students. Assessment results at midpoint show that 65% of the candidates are at the *distinguished* level of performance while 28% are in the *proficient* level. The remaining 7% are in the *basic* level. At exit, the percentages increased with 74% at the *distinguished* level and 26% at the *proficient* level. Appendix H

Willingness to communicate enthusiastically is reflected in the candidates' work with students, families and communities. This *disposition* is related to the professional standards concerning collaboration with families and communities. Assessment results at midpoint show that 69% of the candidates are *distinguished*, 23% are *proficient* and 8% are in the *basic* level of performance. At exit, 94% are at the *distinguished* level while the remaining 6% are at the *proficient* level. Appendix H

Sensitivity to diversity is demonstrated in the candidates' work with students, families and communities. Assessment results at midpoint show that 70% of the candidates are at the *distinguished* level of performance, 24% are at the *proficient* level, while 5% are at the *basic* level. One percent had unacceptable performance in this *disposition*. At exit, the same trend was observed. Two candidates in the *Elementary and Secondary Programs* demonstrated unacceptable *disposition* in dealing with cultural sensitivities. Appendix H

### **What do cooperating teachers and internship supervisors and principals indicate about the candidates' *disposition*?**



The cooperating teachers' assessments of the candidates' *dispositions* concur with those of the university supervisors. The principals' assessment of the interns' *dispositions* are more favorable than those of the UOG supervisors. For the *advanced programs* in administration and supervision, the assessments of the candidates' performance by the internship supervisors are very positive. *Appendix H*

### **1.7 Student Learning for Teacher Candidates**

All teacher candidates are required to take the SOE's basic foundation courses on human growth and development, educational psychology, educational technology and assessment. In addition, they have to take courses in special education, culture and diversity. These courses provide the framework for the knowledge necessary for understanding student learning. Then candidate take the methods courses where they learn various instructional strategies and the relationship of these strategies to the content of the foundation courses concerning students learning and the factors that affect learning. When teacher candidates enter the semester for field experience, they have already acquired the knowledge and skills to encourage and bring about learning for P-12 students.

#### **What are the SOE assessment tools that are used to find out how well the candidates assess student learning?**

The candidates are observed and evaluated on their ability to provide developmentally appropriate learning experiences, adapt instruction and curriculum to the needs of a diversity of learners, and judge the impact of their teaching on student learning. As a requirement, teacher candidates develop assessment procedures that measure student learning to determine the effects of their teaching. They are also asked to reflect on the results and develop action plans as needed. Candidates include summaries of the student assessment results and their action plans in their reflective journals. The reflective journal is assessed by a journal rubric. Both observation and journal assessment results show that the candidates have impacted positively on student learning. *Appendix G*

#### **What are the standards associated with student learning for all candidates?**

The INTASC standards associated with student learning are standards 8 and 9 on *evaluation and reflection on practice*. These standards are used for assessing candidates' work with P-12 students during practicum and student teaching. The results for student teaching are more favorable than the results for practicum in two *initial teacher preparation programs* only. There were more candidates in the Early Childhood and Elementary Education Programs who have demonstrated *distinguished* performance in student teaching (ED 492) than in the practicum course (ED 392). This may be the result of cumulative experience and the acquisition of more skills as candidates move to the next higher level. *Appendix C*

The SPA standards associated with the candidates' ability to assess student learning use assessments in instruction and develop meaningful learning experiences that help all students learn. These have been met by all the *initial teacher preparation programs*, except science in the Secondary Education program. This program failed to meet standard 8.2-8.4.

### **Do candidates develop meaningful learning experience for students?**

The teacher candidates' developmental portfolios that contain their student work samples and the instruments candidates used to assess students demonstrate their ability to assess student learning and use the resulting data to plan instruction. The lesson plan rubric is used to assess the candidates' ability to plan meaningful learning experiences for students. Assessment results show how well the candidates were able to relate the subject matter with student needs and interests, practical life situations, and other disciplines. Appendix G

### **What does the exit survey indicate about the candidates' impact on student learning?**

An exit survey conducted in 2005 reveals the following practices that have positive impact on student learning: *linking assessment with instructional goals* (item rated highest by Early Childhood and Elementary Education candidates) and *using multiple assessment to gain a better understanding of student's performance* (rated highest by Elementary and Secondary Education candidates). The average ratings obtained from the respondents for the component on student learning are 3.9, 3.8 and 3.5 for Elementary, Secondary and Early Childhood Education candidates respectively. The same trend was established in the 2006 survey. Appendix E

### **What does the employer survey indicate about the candidates' performance during their first year on the job?**

In Fall 2005, 28 Guam Public School System administration polled using a 5-point questionnaire (5 being "very satisfied," 3 being "satisfied," and 1 indicating "not satisfied"). The SOE's first year teachers were rated 3.32 overall. This indicates that the administrators considered their new teachers somewhat better than satisfactory, but not exceptionally well trained. The survey further indicated that the perceived strengths of the SOE graduates are 1) their knowledge of subject matter, 2) their ability to prepare appropriate lessons, and 3) their willingness to respond to positive criticism. These are desirable and necessary characteristics of novice teachers. Areas that were indicated as most needing improvement. The items making up the questionnaire were aligned with the SOE's Conceptual Framework, specifically the qualities of knowledgeable scholar, effective communicator and reflective decision maker. Appendix F

## **1.8 Student Learning for Other Professional School Personnel**

Candidates for other professional school roles are able to critique and reflect upon their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools. In the case of the Educational Administration and Supervision Program, the school administrator candidates complete an internship program that is aligned with the ELCC Standards and those of the SOE Conceptual Framework. From the results of the field experience supervision, administrator candidates have demonstrated remarkable performances. Appendix B

**What does evidence show about the candidates' knowledge of developmental levels of P-12 students and the diversity of students, families and communities?**

The internship course in the Administration and Supervision program aims to develop the candidates' skills in planning, implementing, and evaluating an administrator's program based on individual, school and community needs, and organized around student skills. The assignment on accommodating diversity incorporates knowledge of developmental levels of P-12 students and the diversity of students, families and communities. This assignment is assessed through a rubric on diversity and the result shows a *distinguished* performance of all the candidates. Appendix B

The *Language and Literacy Development* course (ED640) of the Language and Literacy Program explores the theory and practice of literacy development and instruction across the K-12 school years. The candidates who took this course demonstrated *distinguished* performance.

**What evidence shows that the candidates understand the policy context in which they work?**

The Administration and Supervision Program has two courses about school policy. ED 612 is about school law and ED 613 covers school financial management. Policies about budget, salary, scheduling, cost accounting and purchasing are discussed in ED 613. The candidates are assessed using exams, case analysis, and reports. The results show *proficient to distinguished* performances by the candidates. Appendix B

**Summary**

The proficiencies that are deemed important in Standard 1 include *content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, disposition* and attention to student learning. The findings from multiple sources of data for these proficiencies provide strong evidence that the teacher candidates and other school personnel have met the required professional standards from NCATE, INTASC, SPAs and the SOE's Conceptual Framework. The data from external assessments of candidates' performances carried out through surveys and interviews validate these internal assessment results.

Although Guam does not have a licensure exam, the Title II report shows 86% pass rate for the candidates in the various programs of the SOE. Through the meaningful integration of theory and practice in the SOE courses, faculty support and advisement, the candidates have progressed and proven themselves to be knowledgeable scholars, effective communicators and reflective decision-makers.

## STANDARD 2: PROGRAM ASSESSMENT and UNIT CAPACITY

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 Unit and its programs.

### Introduction

#### 2.1 Collaboration between Unit and School Partners

#### 2.2 Data Collection, Analysis and Evaluation

#### 2.3 Use of Data for Program Improvement

### Summary

### **Introduction**

The Assessment System at the SOE is a dynamic process rather than a static product. The faculty decided on the information needed to make decisions, create assessment instruments and collect and analyze the data. The system is a combination of well-established practices with new ideas designed to facilitate reflective practices of the candidates, programs, and unit.

The use of technology to assist with the management of data was initiated incrementally, beginning in the Spring of 2005 in the initial education courses (ED110/ED192) with the adoption of an on-line portfolio system. This database grows each year, as more and more courses and instructors utilize the e-portfolios. This will allow for more timely analysis of data as well as simplifying the process of disaggregating the data for individual candidate and program improvement. The process of refinement of this system is ongoing.

### **2.1. Collaboration between Unit and School Partners**

#### **How was the assessment system developed? Who participated in the design and implementation?**

The university community was involved in the development of the Unit and Program assessment systems. University regulations require that every academic major program be reviewed on a regularly scheduled basis every five years. For this review each major program prepares a self study of the curriculum, student outcomes, and supporting areas such as the library and registrar's office. These self studies conform to a common format and utilize data for program planning and evaluation supplied by the University Planning and Assessment Committee (*Academic Degree Program Self-Study Outline*). The self-study is reviewed at two levels, the College level (AAC) and the University level (faculty senate) before being forwarded to the Office of the Senior Vice President for Academic and Student Affairs.

The candidate assessment system involves multiple data sources, many of which were designed in conjunction with K-12 teachers and administrators. Conversations with our K-12 cooperating teachers who supervise student teachers led to a revision in 2004 of long established instruments to more accurately define student achievement. Meetings are conducted each semester with these classroom supervisors to share any concerns about the assessment system. The GPSS district

administrators have also provided input. The major change made to the SOE assessment system was the addition of the PRAXIS I exam at entry point to align with the new GPSS standards.

**Describe how the unit's assessment system includes a comprehensive and integrated set of evaluation measures to provide information for use in monitoring candidate performance and managing and improving operations and programs.**

The assessment system (Table 1) allows for data to be collected throughout the candidates' college career. Every course in the SOE has aligned its assessments with the elements of the Conceptual Framework. Generally speaking, as the various programs review their required course-work against the elements of the Conceptual Framework, they are able to comprehensively assess each candidate. This is an on-going process.

Table 1: Candidate Assessment System

<u>Assessment Instrument</u>	Used At		
	Entry	Midpoint	Exit
	Admissions Interview	Application for Student Teaching	Completion of Student Teaching
<b>Initial Programs:</b> Elementary, Elementary: Early Childhood, Elementary: Chamorro/Culture, Elementary: TESOL, Secondary (all programs), Special Education			
Praxis I	X		
Writing Sample	X		
Interview	X		
Letters of Recommendation	X		
Grade Point Average	X	X	X
Portfolio (professional and pedagogical knowledge)	X	X	X
Course Perform. Assessments	X	X	X
CE Course Evaluation	X		X
Exit Survey- Self Reflection			X
Classroom & University Supervisor Evaluation			X
Employer Surveys			X
<b>Advanced Programs:</b> Administration and Supervision, Language and Literacy, Secondary Education			
	Application to Graduate School	Completion of Coursework	Completion of Thesis
Graduate Record Exam	X		
Personal Statement	X		
Grade Point Average	X		X
Comprehensive Written Exam		X	
Thesis/Special Project			X
Portfolio			X

In order to gain entry into the SOE, candidates are evaluated using rubrics based on the Conceptual Framework for each data source (*General rubrics*). Data is obtained from student grades in their general education coursework (*Transcript rubric*), letters of recommendation (*Letters of recommendation rubric*), writing samples (*Writing rubric*), and personal interviews (*Interview rubric*).

In addition, more structure is being added in the form of a developmental portfolio. The Midpoint assessment (application for student teaching) is an area that is being strengthened at this time. The candidate meets with his/her advisor, where coursework, course evaluation from faculty, and GPA are reviewed. The content and rubrics of the Developmental Portfolio are

determined by each program. Exit from the program is successful completion of student teaching. During this experience, data is gathered from Classroom Supervisors (ER- Evaluation form), University Supervisors (*Evaluation form*), and School Principals (where applicable). Student self-reflection is continued with an Exit Survey (*Exit survey*). In addition, data from recent graduates is gathered from employer surveys (*Employer survey*). This integrated approach allows for a complete picture of candidates' knowledge, skills and dispositions.

Beyond the candidate level, the operations and programs of the SOE are also comprehensively assessed. Instructor evaluations (*Course evaluation form*) by candidates are carried out each semester to provide feedback to instructors and administrators concerning curriculum and instruction. As mentioned earlier, all programs regularly undergo university review. Through an Exit Survey (*Exit survey*), graduates provide feedback on program and unit operations. The Unit utilizes data relevant to the operations and programs gathered from the Classroom Supervisors of the Student Teachers. The Faculty promotion and tenure system is another quality control method for the faculty and administration (*CFES manual*, and *faculty binders/vitae*).

### **Does the assessment system reflect professional, state, and institutional standards?**

Yes. The assessment system begins with faculty assessment of candidates in courses. Every course has been approved by the Faculty Senate of the University to ensure institutional standards are met. Every course has aligned its outcomes and assessments with professional standards (SPAs or INTASC; see Table 2). The INTASC standards were adopted, as this is the direction the GPSS will be taking. Additional state standards (e.g. PRAXIS) have been incorporated into the assessment system.

**Table 2: Alignment of Assessment System with State, Professional and Institutional Standards**

<b>Candidate Assessments</b>						
Evidence Source	Evaluated by	Frequency	State Standard	SPA Standard	UOG Standard	Status
Praxis I	Admissions Committee	Entry	X			Anticipated
Writing Sample	Admissions Committee	Entry	X			In Progress
Interview	Admissions Committee	Entry	X			In Progress
Letters of Recommendation	Admissions Committee	Entry, Exit	X			In Progress
GPA	Admissions Committee	Entry, Midpoint, Exit	X			In Progress
Portfolio	Admissions Committee, Advisor	Entry, Midpoint, Exit	X	X		Anticipated
Course Perform. Assessments	Instructor	Semesterly	X	X	X	Completed
CE Course Assessments	Instructor	Semesterly	X			Pilot
Exit Survey- Self Assessment	Candidates	Exit	X			Completed
Master Teacher Evaluation	Practitioners	Exit	X			Completed
Dispositions	Instructor	Semesterly	X	X		Completed

Program Assessment						
Program Review Process	UOG Peers	Every 4-5 years		X	X	In Progress
Student Evaluation	Students	Semesterly			X	Completed
Exit Survey	Students	Semesterly		X	X	Completed
Master Teacher Survey	Practioners	Semesterly		X	X	Completed
Employer Survey	Principals	Semesterly		X	X	Completed
Unit Assessment						
WASC Accreditation	National Organization	Every 4 years			X	Completed
P&T of Faculty	UOG Peers/Admin	4-5 years			X	Completed
Student Evaluation of Faculty & Courses	Students	Semesterly			X	Completed
Annual Goal Setting	Administrator	Annually			X	Completed

**How are decisions made about continuation in and completion of programs using multiple assessments? Are the assessments related to candidate success?**

As candidates pass through the first of three gates that determine entry into programs, multiple measures (writing samples, GPA, Interviews, performance in the courses and in the field) are examined to help faculty make decisions about acceptance. At midpoint (application to student teaching), evaluations by instructors, examination of class performance assessments and evaluations by advisors are examined. Before exiting the program, data from the classroom supervisor, UOG supervisor and the student teacher are triangulated to make a decision about successful completion of the program. All assessments of candidate performance have been aligned with the Conceptual Framework, which identifies the knowledge, skills and dispositions of successful teacher candidates.

**Has the unit taken effective steps to examine or eliminate sources of bias in its performance assessments, and made effort to establish fairness, accuracy, and consistency?**

The performance indicators (*General rubric*) for all elements of the Conceptual Framework are published and available for all students. The use of rubrics in measuring each element helps eliminate sources of bias in assessments. The rubrics for performance assessments in courses are shared and reviewed each semester within programs with standardization as much as possible without infringing on faculty academic freedom. Some rubrics, such as those for the writing sample at entry, have been developed collaboratively with faculty from the College of Liberal Arts and Social Sciences to ensure accuracy. Generally, the use of the rubrics provides additional feedback as to the fairness, accuracy and consistency of the assessment process.

## **2.2 Data Collection, Analysis, and Evaluation**

**Explain how the unit regularly and comprehensively gathers, compiles, and analyzes assessment and evaluation information on the unit's operations, programs and candidates.**

Of the major components of the Unit assessment system is the Program Review process. This activity begins with the gathering of materials and additional information, including the comments of external members. A report describing both the qualitative and quantitative aspects of the program under review is written which includes an evaluation of the program's advising process.

A draft program review report containing recommendations is forwarded to the Dean and all program faculty. The writing team allows the faculty and Dean two weeks to respond to the report, correct inaccuracies in fact or data, and take reasoned exception to judgments or conclusions drawn. All such input is appended to the self-study. After endorsement of the Faculty Senate, the report, all responses, and final recommendations are forwarded to the Senior Vice President for action.

Data about candidate performance is analyzed at each decision point: entry, mid and exit (see Table 2). The SOE faculty examines candidate artifacts that are maintained in an electronic portfolio. Some artifacts are common to all programs (transcripts, writing samples) while others are program specific (modified lesson plans for the Special Education program portfolio). Each artifact is measured against the specific elements of the Conceptual Framework. Program advisors meet regularly with their advisees to review candidate portfolios. This data not only helps in the monitoring of student progress, but also helps the Unit and Programs identify strengths and areas for further growth.

The formation of a Curriculum Committee, made up of representatives of each program within the SOE, has been a venue for reviewing aggregated data of all SOE programs. Any changes proposed by programs are discussed at this Unit level to examine its effects on all of SOE. This committee makes recommendations for assessment policies and procedures for consistency of data across programs.

**Does the unit maintain records of formal candidate complaints and documentation of the resolution of complaints?**

The university has a student grievance system that the Unit responds to when required. This system has established procedures for complaints from students regarding courses, faculty, policies and procedures (*Handbook*). The SOE administration maintains records of all student complaints. They are handled on a case-by-case basis. In cases where a candidate chooses to not use the university grievance system, the School has a mechanism for establishing an ad hoc committee of the Academic Affairs Committee that may address the concerns of students. (*UOG Student Handbook*)



**Does the unit use appropriate information technologies to maintain its assessment system?**

Basic demographic information of teacher candidates is managed utilizing the University “Colleague” system, a database of all university students. The registrar’s office provides demographic reports to various faculty and programs to assist in compiling of data. In the Spring of 2005, the SOE began the use of LiveText, an online portfolio software program to assist in the compiling of data related to student performance. Presentations were made by eStar, a company designing data bases to suit individual needs of Universities and companies. It was decided that Microsoft Access would be the database for use to keep demographic information on students while LiveText will be used to maintain candidate performance data.

**Does the unit use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality?**

Data from internal and external sources are vital to the assessment and evaluation of candidates, Programs and Unit. Internally, candidates are constantly assessed in their courses by faculty. Externally, at entry, letters of recommendation for candidates are required. Many times these come from community leaders or civic organizations. In addition, Cooperating Teachers and Classroom supervisors provide input on candidate performance. The recent addition of employer satisfaction surveys help round out the variety of external data sources.

As a Unit, the SOE program faculty conducts self-studies as part of the Program Evaluation process. Once completed, a committee of University peers outside the SOE examines the program review. Comments, concerns and recommendations are sent back the program to ensure program quality.

**2.3 Use of Data for Program Improvement**

**How does the unit use data, including candidate and graduate performance information, to evaluate its courses, programs, and clinical experiences?**

Since the SOE began its NCATE quest, faculty have become active consumers and users of data. When needs are identified, faculty members share this information at regular meetings to discuss the issues and recommend solutions. Changes are then initiated that address the identified needs.

An important source of exit information on School of Education graduates comes from the Yamashita Teacher Education Scholarship Program. The Yamashita Program offers comprehensive financial assistance to students at UOG who are teacher candidates; the majority of our students participate in this program. Each university graduate who receives funds from the Yamashita scholarship is given an extensive exit survey. A survey of Secondary Education graduates indicated a need for more coursework on handling disciplinary problems and classroom management skills. In response to this survey, documented in the 1998 Secondary Education Program Review, a course in Teaching Strategies was development and added to the course of study for secondary teacher candidates.

Additionally, data from the Yamashita Scholarship exit survey has been an effective tool in a number of important decisions affecting teacher candidates (*survey instrument*). In 1997 and 1998, exit surveys cited inadequacies in the School of Education's technology equipment. This was one of the factors in the decision to upgrade, replace, and generally overhaul the school's technology lab. Graduating students also expressed a desire for more field experiences sooner in their academic careers. In response to this, the practicum handbooks have been rewritten and the total number of observation and participation opportunities were increased (*Student Handbook*.)

In piloting the Employer Survey on UOG graduates currently working in Guam's public and private schools, two principals indicated a desire for greater teacher candidate exposure to Direct Instruction as implemented in Guam's public elementary schools. Likewise, students surveyed in Reading and Language Arts Methods courses have expressed a desire for more DI exposure. In response to these needs, the focus of the practicum component of the Reading and Language Arts Methods courses has been revised to ensure that candidates receive greater exposure to Direct Instruction in the public elementary schools.

In its 2000 Program Review, UOG's Second Language Program documented a need for greater visibility and stronger relationships with community colleges and departments of education throughout Micronesia. In response to this need, there has been a concerted effort by the SOE faculty to address these needs, particularly via distance education. In spring of 2000 they piloted a distance education course available at all Micronesian college campuses and Guam; in Fall of 2000 they added a second course. (*course syllabi*)

The GPSS has amended its requirement for teacher certification to include satisfactory achievement on the Praxis I examination of candidate's basic skills and knowledge. Early reports for the GPSS indicate a lower than expected passing rate of recent graduates. In response, UOG's School of Education has adopted a similar achievement standard on the Praxis I as one criteria for admission to its teacher education program.

Changes are made to SOE courses not only in response to data collected from student evaluations, but also in response to the collective professional knowledge of the program faculty who desire to keep their courses relevant and current, including the newest research findings as well as established methods and content. Particularly since the onset of our efforts toward NCATE accreditation, there have been a number of courses added, deleted, changed, or combined. Each change is documented in meeting minutes where they were discussed by faculty and in the justifications for substantive or non-substantive changes submitted for course approval and kept on file in the office of the Senior Vice President for Academic Affairs.

Graduate courses in Special Education have been modified and upgraded in response to a program review (2001). The program review committee recommended that the Special Education course of study needed to be redesigned to reflect inclusive practices for students with disabilities. The redesigned program is now in place and the faculty is pursuing further grant opportunities to enhance the quality of education and services that Special Education can offer. Another area of need that, in the past, has been cited by numerous program reviews, student evaluations and student exit surveys as requiring immediate attention was directed toward

upgrading the School of Education's technology lab. In response, an assessment was made as to the most cost effective and productive method of upgrading critical hardware and software needs. Reports of the assessment are noted in the Foundations and Educational Research Division file. The report provided a plan whereby the technology lab was thoroughly revamped and upgraded and is now a much used work station for all students in the School of Education.

### **How do candidates and faculty review data on their performance regularly and develop plans for improvement?**

Teacher Candidates are kept well informed of their progress as they move through the university system. They are made cognizant of progress, or lack thereof, within each course by means of grades and scores on exams and assignments, performance rubrics, comments from instructors, and activities as outlined in the course syllabus.

As they progress toward graduation, teacher candidates receive entry, midpoint and exit evaluations. The artifacts examined at each of these points are identified in the Candidate Assessment Manual (*CA Manual*) which is used by all programs. There are standards and rubrics in place for each step and students are given a copy of these standards, the rubrics with which they will be assessed, and the criteria for attainment of target, acceptable, and unacceptable performance in every category assessed. Students work with advisors to ensure that all evaluations are completed and that they are making steady, appropriate progress in their programs of study.

In addition, course performance assessments are completed by the instructors of specified courses. These evaluations focus on the three elements of the School of Education's Conceptual Framework: *knowledgeable scholar, effective communicator, reflective decision maker, and disposition*. They are accompanied by rubrics that indicate progress, and are added to the teacher candidate's file to show progress (*assessment instruments*).

Advisors review all data with teacher candidates at each decision point (entry, midpoint, exit). (SOE student advisement forms). Areas of strength and need for improvement are noted. When candidates do not move past a decision point, they, in collaboration with their advisor, develop a plan to address areas of concern.

Even as the quality of the graduates that the School of Education produces is evaluated, so, too, are faculty themselves regularly and comprehensively evaluated. This is accomplished using UOG's Comprehensive Faculty Evaluation System (CFES), peer review and via the Promotion and Tenure Committee. An evaluation plan is completed yearly and requires the faculty member to reflect upon his/her own performance in teaching, research, and service, to determine if the current year's goals have been achieved, and to set appropriate goals for the next academic year (ER-UOG CFES manual). The faculty member compiles an extensive portfolio of evidence to substantiate accomplishments of goals established for the year. In a CFES conference with the Dean, or his appointed representative, the faculty member shares the evidence of achievement of the previous year's goals and discusses establishment of new ones for the next academic year. The effects of this ongoing assessment is evident in the achievements of, and work loads successfully carried by the faculty in UOG's School of Education.

At the end of every semester, each course and each instructor is evaluated by students in 23 areas that include instructor competence, effectiveness, responsiveness to student needs, adherence to high standards in course content, and overall quality of performance (*UOG course evaluation form*.) In addition, many instructors conduct their own informal surveys to look for ways to improve course content and meet student needs.

Each semester, data gathered from student course evaluations of faculty performance are collated, summarized and returned to the instructor along with student comments. Instructors use this information to improve the overall quality of their teaching, to enhance or shift focus of teaching activities, and even as a means of expanding their thoughts on research possibilities (finding more information to share with students); service opportunities (application of learning theories in real life situations as an example to students) and participation in professional organizations (professional collaborations that expand reasoning and awareness that can lead to a more global approach to information acquisition and teaching practices).

The aforementioned response to students' suggestions for more exposure to Direct Instruction before student teaching would be one example of how data from student comments was used to initiate a shift in focus in one aspect of a course's content. Another example of data utilization would be changes made to activity assessment rubrics as a result of student comments. As mentioned earlier, student course evaluations were a major factor in the decision to upgrade the School of Education's technology lab.

### **Summary**

The Assessment System described addresses the candidate, programs and unit. In collaboration with University and K-12 partners, the system is continuously evolving and changing to better measure the knowledge, skills and dispositions as outlined in the Conceptual Framework. Input is sought via surveys, program reviews, general meetings and one-to-one contact to refine the system and ensure it aligns with professional, state and institutional standards.

Data collection, analysis and evaluation have been a continuous process for the SOE. The education faculty have researched and attended training seminars on viable options to bring our students more rapidly into the computer age in providing evidence of their meeting standards as they progress through the SOE. State standards and NCATE accreditation have encouraged movement toward a greater reliance on electronic solutions to data collection, assessment, and documentation of students and programs. The faculty has identified LiveText software as the primary tool for the assessment process.

The timely availability of data through the use of information technology allows the faculty, programs, and the School to use the data for improvement. Faculty have adapted courses and teaching methods in response to regular evaluations by students. Programs review exit and employer surveys to identify strengths and weaknesses of programs and make necessary changes. In addition, data from external sources such as the GPSS are examined to help guide actions needed from program improvement. As assessment is an ongoing process, the SOE will continue to have an Assessment Committee to monitor the system and ensure valid and reliable data are collected and used.

### STANDARD 3: FIELD EXPERIENCES and CLINICAL PRACTICE

The Unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

#### Introduction

#### 3.1 Collaboration between Unit and School Partners

#### 3.2 Design, Implementation, and Evaluation of Field Experience and Clinical Practice

#### 3.3 Candidates' Development and Demonstration of Knowledge, Skills, and

#### Dispositions Help All Students Learn

#### Summary

#### **Introduction**

This discussion of Standard 3 “Field Experiences and Clinical Practice” examines all dimensions of the off-campus efforts of our teacher candidates. We collaborate and communicate especially well with our community partners. Based on the principles of the Conceptual Framework, we have dramatically improved our field experience program through a total revision of our procedures, practices and handbooks. This generated great progress including multiple assessments and opportunities for strengthening dispositions, especially in the area of cultural diversity. Aligning our courses and entire programs to the Conceptual Framework has strengthened the connection of each program to the unit, our teacher candidates to each other, and those candidates to the students with whom they work.

#### **Element 3.1: Collaboration between Unit and School Partners**

**How do the SOE and community schools collaborate in improving and facilitating student teaching and clinical practices?**

Field experiences and clinical practice are instrumental in the development of teacher candidates at the University of Guam. Over the last 5 years, the School of Education has endeavored to strengthen field experiences and clinical practice for the various programs. This has included internal decisions to link field experiences with key foundations or methods classes, changing the evaluation system for student teaching, creating student teaching and internship handbooks, developing classroom supervisor handbooks or guides, as well as developing rubrics for lesson planning, lesson implementation and portfolio evaluation. Also, the School of Education developed an internship handbook for School Administrator Candidates. (*Student Teaching Handbooks, Internship Handbooks, Classroom Supervisor Handbook, and Mentor Guide* ).

Externally, the School of Education has endeavored to link with administrators and teachers within the schools of Guam to foster in-school support and enhancement of the overall preparation of teacher candidates. This includes several meetings per semester with mentor teachers and student teachers as well as Advisory Council meetings with school administrators from public and private schools on Guam where issues about teacher candidate and other school personnel are discussed. UOG faculty, Classroom Supervisors, and school administrators also

communicate frequently throughout a semester's Student Teaching placement. More formal communication occurs during the mid and final Benchmark assessment conferences as well as through the Classroom Supervisor Evaluation form. Assessments of the Classroom Supervisors and/or University Supervisors by teacher candidates provide opportunity for candidates and interns to be involved in the improvement of field experiences. (*Classroom Supervisor Evaluation, Evaluation Survey forms for ED492, PE492, and ED498.*)

The Coordinator of Fieldwork works closely with school principals, and program coordinators to arrange undergraduate Student Teaching and Internship placements. These placements vary from semester to semester according to school and student needs.

The following matrix is an example of Student Teaching and Teaching Internship placements using placements from Fall Semester 2005. Teaching Internships are available where Teacher Candidate or Certification-Only Candidate may be already employed or where a principal is willing to hire a teacher on an emergency basis.

Table I: Student Teaching and Internship Placements Fall 2005

Program	# Candidates	Supervisor	Schools
Early Childhood Education	4	Dr. M. Jackson	Wettengel Elem, Agana Hgts Elem
Elementary	12	Dr. Jackson, K. Sachuo, Dr. L. Klitzkie	Tamuning Elem, Agana Hgts Elem, Finegayan Elem, Wettengel Elem, Talofoto Elem, St. John's School, J.M. Guerrero Elem, Marcial Sablan Elem
Special Ed	1	Dr. L. Klitzkie	Merizo Martyrs Elem
Secondary Ed	4 English Ed	Dr. L. Kodiyanplakkal, Dr. L. Klitzkie, Dr. Sachuo	George Washington HS, F.B. Leon Guerrero Middle, Sanchez HS
	2 Social Studies (1 internship)	Dr. Kodiyanplakkal, Dr. L. Klitzkie	George Washington HS, Inarajan Middle School
	2 TESOL	Dr. Kodiyanplakkal, Dr. S. Sachuo	George Washington HS, Agueda Johnston Middle
	4 Candidates under Option A (major in specialization and core SOE courses)(Math, Music, Japanese, Language Arts)	Dr. Kodiyanplakkal, Dr. Sachuo	Simon Sanchez HS, Agueda Johnston Middle, Untalan Middle, George Washington HS
Physical Education PK-12	4 candidates Elementary placement	Dr. N. Schmitz	M. U. Lujan Elementary
Certification only (Internships)	Math, Social Studies, Science Ed, Language Arts, Agriculture, Community and Family Sciences, Business Ed, Elementary Ed	Dr. S. Sachuo, Dr. Kodiyanplakkal, Dr. Klitzkie, Dr. Jackson	Jose Rios Middle, Untalan Middle, Notre Dame HS, Oceanview Middle, Inarajan Middle, J.Q. San Miguel Elem, F.B. Leon Guerrero Middle, Department of Youth Affairs School, J.P. Torres Alternative School.

All the public schools of Guam belong to one school district, Guam Public School System (GPSS), under the direction of the Superintendent. Guam also has schools operated by the Catholic Diocese, various Christian churches, and the Department of Defense. Placements in GPSS are most typical. Overall our teacher candidates are most often placed in public schools in the more populous northern or central areas of Guam because this is closer to where they live and wish to ultimately work. This can be seen by the number of teacher candidates placed in northern schools during Fall 2005 (13) and in central schools (20), versus those placed in southern schools (7). The lone exception is the physical education elementary practicum that is held at only one site in the southern village of Yona because of limitations on elementary physical education placements elsewhere except at the Department of Defense schools. Department of Defense School placement is difficult as access to the military bases present complications for both Teacher Candidates and UOG Supervisors. Any time the base is on heightened alert because of national threats or maneuvers, it is impossible for student teachers and UOG Supervisors to gain access. One Certification-only Candidate completed an internship in classes held at the Department of Youth Affairs and another at a GPSS Alternative School.

Internship is the capstone for all students in the M.Ed. program in Administration and Supervision. Internship contains all three components of the Conceptual Framework, namely, knowledgeable scholar, effective communicator, and reflective decision maker. Internship opportunities in the GPSS system have been recently strengthened by the development of two excellent handbooks, one for the candidate and second one for the principal. Systematic use of these handbooks has greatly improved the internship experience for all parties.

**How do the SOE and GPSS cooperate to work out candidate placements, respond to changes in GPSS, and ensure communication?**

Our UOG supervision faculty is most gracious in accommodating the needs of teacher candidates for placements close to their homes while adjusting to available resources within the school settings. These resources change from semester to semester according to transfers within schools, between schools, leaves of absence, teacher burn-out, exodus of qualified teachers from the island or to administration, or other unidentified reasons. Supervision accommodation sometimes becomes difficult due to class scheduling, advisement hours, service commitments, and travel time to student teaching sites around the island.

Teacher candidates receiving scholarships under the Yamashita Educator Corps are required to return to the public schools to pay back their scholarship. Field and clinical experiences with the populations our candidates will typically find when employed benefit both the candidates and the schools.

Over the last several years, GPSS has initiated a 4-hour plus day of Direct Instruction (DI) in reading, writing, and math at the elementary level for all students and a 90-minute Corrective Reading (CR) program at the middle school level. Our faculty is concerned that student teachers will be unable to meet the beginning teacher standards set out by some of the Specialty Professional Associations and the principles set out by INTASC. In particular, the teacher candidates in the public schools must teach using the Direct Instruction scripts approved by the school district in reading, writing, and math in Kindergarten through grade 5. Corrective

Reading taught by all teachers at the middle school level uses a scripted plan. With so much of the school day taken by the scripted lessons, SOE faculty is concerned that teacher candidates are not having enough practice writing and implementing their own unit and lesson plans at the elementary level. They are not having enough experience using different teaching styles. However, during student teaching all teacher candidates including those in physical education are getting training to implement the DI and CR programs.

A formal Memorandum of Understanding regarding Fieldwork and Clinical Practice was once signed with the Department of Education (now the GPSS). With the reorganization of the University of Guam and most importantly, the change of the College of Education into the School of Education (SOE) within the College of Professional Studies (CPS) and the addition of the concentration in Physical Education faculty to the School, the former Dean of CPS, Dr. Sheying Chen, agreed to undertake revision of this memorandum to cover all teacher candidates, as well as interns in TESOL, Administration, and Language and Literacy. Currently, in order for individual or several teacher candidates or other school personnel to be placed in schools a letter of introduction and permission is sent to the principal, a phone or face-to-face conversation is initiated, permission is secured, one or more classroom supervisor names are suggested, and the Fieldwork Coordinator along with the Program Coordinators decide the appropriate placements. This is reworked back through the Principal or Assistant Principal. This system works because of the relatively small number of placements (30-40 per semester) that are needed for student teaching and internships K-12 each semester. For other school personnel, the Coordinators of the Programs work directly with the school administrators to secure the most effective placement in coordination with the candidate who may be a teacher within the school district already.

### **How does the SOE obtain feedback from the local community about teacher education?**

The Advisory Council is an important sounding board for changes to our policies and curriculum prior to recommendation of these to our Curriculum Committee. The Advisory Council includes key members of GPSS, Guam Community College, Yamashita Educator Corps, as well as representatives of the private, parochial, and Department of Defense schools. At least one meeting is held each semester with this group. Advisory Council individuals are also invited to be members of various SOE working committees.

Informal involvement of Classroom Supervisors with student teacher candidate occurs during visitations, meetings, conversations, and email. More formal opportunity occurs for Classroom Supervisors through an Evaluation Survey at the end of the Student Teaching. Advisory Council suggestions and solicitation of input from Classroom Supervisors and school principals allows for an interchange of ideas from the professionals in the community. On a small island, professional associations such as the International Reading Association and Phi Delta Kappa have become an effective means for communicating with a broad group of island professional educators monthly. This occurs on a more informal basis and provides valuable input.

### **How has the SOE improved its field experience program?**

In Fall 2004, a new Student Teaching Handbook and evaluation system was pilot tested with twenty-seven (27) ED492 Teacher Candidates and ED498 Interns including three individuals



seeking certification only. Responses from Classroom Supervisors provided essential documentation on the new Handbook and evaluation system. Based upon an analysis of this data, modification of the Student Teaching Handbook was carried out. One immediate specific outcome of this process was the development of a Secondary Handbook that continues to be revised from input from Classroom Supervisors as well as from Teacher Candidates and Supervisors. An Internship Handbook as well as a Classroom Supervisor Guide sheet developed in Fall 2005 and revised for Spring 2006 provides specific policies and procedures to Interns and to Secondary Classroom Supervisors.

Thirteen of the Classroom Supervisors in Fall 2004 chose to respond to the Evaluation Survey for Classroom Supervisors. Of these, 77% of the teachers representing both elementary and secondary areas believed that the INTASC Rubric and Handbook as well as the new process for student teaching are effective tools. They noted that the INTASC Rubric was particularly helpful to pinpoint specific areas to work on with their student teachers. Of the responses received in 2004, 23% (all at the secondary level) felt that the use of the INTASC Rubric and Developmental Portfolio was too time consuming and overwhelming for the student teacher. Based upon the success of the pilot study, the system has been continued. Fifteen Classroom Supervisors responded to the Spring 2005 survey. Ninety-four percent of the Classroom Supervisors surveyed responded that the INTASC Rubric was an effective tool for them to evaluate the progress of their student teacher. However, two points were raised that were addressed during Spring 2006. Classroom Supervisors are now receiving a guide to mentoring that explains the use of the INTASC rubric and the required assessments of the Student Teachers. Additionally, the INTASC system is introduced during the initial meeting with the Classroom Supervisors using a PowerPoint presentation. Questions from the floor allow clarification as needed. Additionally, Classroom Supervisors may contact the SOE Fieldwork Coordinator either by email or telephone as needed.

Some Classroom Supervisors noted difficulty in transferring the generic INTASC rubric to the specifics of their teaching level or content. Some suggestions provide important considerations for future development of the system. These include: Increase number of observations made by UOG Supervisors including a conference on the Developmental portfolio; increasing the fieldwork required prior to student teaching so that Teacher Candidates are better prepared (particularly for secondary placements); decreasing the number of principles that are mandatory for evaluation, and urging the UOG Supervisor to make use of the INTASC Principles and Rubric in discussing progress with the student teacher. Based upon the feedback regarding Supervisors use of the INTASC principles and an evaluation of the written feedback received by the student teachers from the Supervisors, student lesson feedback forms for the secondary level tailored to address the ten principles are currently being developed. Supervisors are tailoring their comments to the INTASC principles and a new form specifically for this purpose has been developed. This particular issue noted by a Classroom Supervisor brought about the review of this feedback and highlighted the need that is being addressed. The elementary program and the physical education program both have tailored specific forms to address the concerns. However, these forms do not fully address all the principles either. However, they do provide more specific focus on more of the principles. In particular, they look very specifically at content knowledge, pedagogical knowledge, teaching diverse learners, implementation of technology, and management. Additionally, more preparation in developing Teacher Work Samples needs to

be addressed in classes prior to the student teaching seminar and preparation of rubrics that assess this work need to be developed and included in the Student Teaching Handbooks. Currently this is assessed during benchmark assessments using the holistic INTASC rubric for student teaching. (*Classroom Supervisor Survey results*)

As the Student Teaching Handbooks and the Internship Handbooks were edited, simplification of the process of the developmental portfolio and showcase portfolios occurred to fine tune them to each program's needs.

### **Element 3.2 Design, Implementation, and Evaluation of Field Experience and Clinical Practice**

#### **In what kinds of field experiences do candidates in teaching participate?**

Fieldwork and clinical practice is a developmental and sequential process beginning early in the candidate's program. The earliest field experience, Observation and Participation (ED192) begins as a co-requisite of Introduction to Teaching (ED110). Observation and Participation was created to provide the teacher candidate with opportunities to observe and participate in several different classroom settings under the guidance of professional teachers. Each teacher candidate completes observations of 4 hours of classes at each of the elementary, middle and high school levels. Each teacher decides the extent to which they wish the teacher candidate to participate within the classroom. Some SOE teacher candidates will observe only, while others will have opportunity to work with individual students or with small groups. Students in ED192, Observation and Participation, are assigned to observe teachers in action at elementary, middle and high school settings. The onsite learning experience is combined with weekly seminars. Other activities include completion of observation instruments, presenting an oral reflection of one of the lessons observed, and completing three reflection essays. Teacher candidates are placed within school settings that have a population representative of the diverse races, cultures, socioeconomic levels, family backgrounds and place of origin found in most schools of Guam. All teacher education programs within the School of Education require this early field experience. This experience allows the teacher candidate to gain a wide understanding of the culture of schooling and teaching, become familiar with teaching practices, gain firsthand knowledge of students, and witness the practical application of basic theory of education. This early experience permits pre-candidates to explore the possibility of a career in teaching.

The programs in Early Childhood, Elementary, Second Language/ Elementary Education, Special Education, and Physical Education have one or more additional field experiences preceding student teaching. The major in Secondary Education has fieldwork that is embedded within their methods courses. (*Field Experiences and Clinical Practice by Program*)

Special Education requires its teacher candidates to enroll in ED292, Observation/Participation With Exceptional Children (1 credit) concurrently with ED215 Introduction to Exceptional Children, and ED 220 Education of Exceptional Children. This Practicum course requires a total of 15 hours of observation (one hour weekly of observation) during the semester and bi-weekly seminars to discuss observations. The seminar includes different methods of observation, the writing of observational reports, and sharing of completed observational reports. Practicum

students focus on teacher-pupil interactions, behavioral characteristics and learning characteristics of pupils as well as the physical arrangement of the learning environment. The course is graded as “A”, pass, or fail.

Teacher candidates majoring in Elementary Education take ED 392a (Methods Practicum) for 2 credits concurrently with ED 360 (Effective Teaching in the Elementary Multicultural Classroom) and 392b (Methods Practicum) for 2 credits concurrent with or after ED361 (Integrated Math/Science Methods: Elementary) and ED362 (Reading – Language Arts Methods: Elementary). ED392a includes twelve hours of observation and participation as well as 15 hours of classroom seminar. Experiences for these various practices include the following activities:

• Observing unique abilities, interests and skills of individual children
• Observing interactions between teacher and students
• Observing the use of teaching styles, instructional strategies, and assessment.
• Observation of uses of technology within instruction and to enhance preparation of lessons or assessment
• Observing school environment and culture
• Observing the school community
• Observing school efforts to provide a safe and healthy environment
• Observing administration/structure of specialized programs within the school setting to meet the special needs of students (Culturally diverse, students with English as a second language, students with disabilities, students who are at-risk, and gifted and talented)
• Assisting the teacher by gathering resource materials and operating audiovisual equipment.
• Assisting teacher by distributing and collecting materials and paperwork.
• Creating and arranging bulletin boards and other displays around the room.
• Assisting the teacher by correcting papers and recording grades.
• Preparing materials for instruction including researching topics and collecting supplementary materials and visuals.
• Interacting with students through tutoring or mentoring individual students.
• Interaction with small group instruction.
• Supervising make-up or enrichment work of students.
• Reading to students or listening to them read.
• Assisting with field trips, art, music, drama, or learning centers.
• Interact with teachers and staff in a professional way through working to plan future lessons or class, grade, or school activities.
• Familiarizing self with policies and practices of the school.
• Demonstrating appropriate professional behavior and appearance.
• Signing in and out systematically as appropriate to the school setting.
• Acquiring skills to accommodate a wide range of learning, cultural, and behavioral needs of the students.
• Developing a positive professional working relationship with the Classroom Supervisor, students, and university supervisor.
• Demonstrating active engagement in the classroom and school culture.
• Following the professional code of confidentiality.
• Preplanning for all instructional experiences within the classroom.
• Designing instructional plans to support the students needs, the school’s curriculum, and Guam standards.
• Exploring a variety of teaching styles and situations.
• Embedding assessment within lesson and unit plans in order to gauge student learning. (Collect student work samples).
• Teaching at least two full-period, large-group lessons.
• Assisting instructor with preparations of materials for class, grading papers, preparation of tests and assignments.
• Reflecting on the learning environment, teaching, learning, and assessment.

As a further example, ED392 B requires 24 hours within the school setting with a Classroom Supervisor and 30 hours within the classroom. This clinical requires all of the above activities with the addition of the following activities:

• Refining skills of planning, implementation and evaluation of instruction
• Demonstrating growth through development and presentation of lessons based upon knowledge gained through self-assessment and/or feedback from students and Classroom Supervisor.
• Developing lessons based upon program standards or outcomes.
• Demonstrating sensitivity to the diverse emotional, social, cognitive and physical differences in elementary children.
• Demonstrating growth in managing a class by setting and monitoring cooperating teacher's protocols.

Teacher candidates enrolled in the Early Childhood/Elementary Education Major complete the initial field experience ED 192. They also complete additional fieldwork attached to their coursework that allows them to observe different early education and elementary education classroom settings. During their ED392A Practicum, teacher candidates select a Classroom Supervisor with whom they establish a close professional working relationship. Most often this teacher becomes their mentor teacher through part or all of their ED492 Practicum in Student Teaching experience.

Teacher candidates enrolled in Special Education complete the initial fieldwork plus a special education fieldwork concurrent with enrollment in ED220 Education Practices in Special Education. This course provides an overview of curriculum, methods, and materials that are applied in the instruction of students with disabilities and other special needs. The Practicum: Observation and Participation with Exceptional Individuals (ED292) provides supervised observations and participation in various agencies involved in the care and treatment of exceptional individuals. Each student completes two hours of observations and participation per week as well as participating in a weekly one-hour seminar. This fieldwork is a prerequisite to more advanced special education courses. The final Practicum in Student Teaching (ED492) is the capstone of the Special Education major.

Teacher candidates majoring in Secondary Education complete the initial fieldwork (ED192). They also currently complete fieldwork as part of two required courses for the major, a methods course within their specialty area, and ED462 Reading for Secondary Teachers. In each of these courses, two observations and one teaching of a complete lesson is required. Faculty discussions regarding a more extensive field experience concurrent with the methods courses took place during the Spring Semester 2005.

Teacher candidates with majors in Elementary Education with a Chamorro Language and Culture Teaching Specialty complete fieldwork at the initial level prior to the student teaching practicum, ED492.

Teacher candidates majoring in Teaching Physical Education complete three formal and three informal field experiences prior to their final two student teaching experiences. The formal field experiences include the initial field experience of ED192. The second field experiences include an extended experience of 45 hours assisting with the coaching of youth soccer (PE392c) while simultaneously taking a course in Coaching and Managing Youth Sport (PE325) and 30 hours of observing, assisting, and teaching during the Practicum in Teaching Elementary Physical Education (PE392a) that requires co-registration with Methods in Teaching Elementary Physical Education (PE352). (*syllabi*) Placement for this practicum is in a variety of elementary grade levels from PK – 5. This field experience concludes with the implementation of at least a three-day individually written unit to one grade level with full-evaluation including an extensive self-

reflection of the videotaped unit. During PE392a, teacher candidates work under direct supervision of a university faculty member, teamed with a UOG PE 492a teacher candidate, and assigned to a team of classroom teachers. The close working relationship between a UOG Physical Education faculty member, student teacher, teacher candidate peer, and classroom teachers develop strong professional interactions and a sense of responsibility for development of content, management, assessment, and student learning.

Throughout the field experience in PE392, teacher candidates maintain daily reflective logs, unit and lesson plan resources, and share in the assessment of students. (*syllabi*) During PE392c, the teacher candidate maintains a daily reflective log, a “play book”, and a development plan. During Methods of Teaching Middle and High School Health and Physical Education (PE353), a third field experience is required (PE392b). (*syllabi*) This also requires thirty hours of observing, assisting, and teaching and parallels the experience in PE392a. Placement for this experience is in grades 6-12. Field experience manuals outline the extent of the field experience including the nature of the reflective logs, unit and lesson plan formats, and rubrics for grading of the final teaching/reflective project, observation/participation log. Other courses within the Physical Education program have informal field experiences. These involve projects embedded within required courses. PE422 Motor Development, Learning and Performance has two projects that require at least 6 hours of work with clients from ages 3 through 8. (*syllabus*) The first project requires motor testing of three clients using either a standardized norm or a criterion based test or the implementation of a hypothesis of a criterion based developmental sequence and observation plan. The second project requires at least 6 hours working with 3 clients of different ages using different types of feedback and different intervals of feedback. Reflections and outcomes of both projects are developed and submitted as well as presentations made via poster or Power Point.

The field experience connected to Adapted and Developmental Physical Education, Recreation and Dance, PE454, requires teacher candidates to spend 10 hours working with clients with diverse needs either within a school setting or within a recreational setting such as swimming or Special Olympics. (*syllabus*) Teacher candidates work directly under the guidance of special education faculty, adapted physical educators, or leisure education specialists. Reflective logs are kept throughout the experience. After successful completion of these field experiences, the major in Teaching Physical Education applies for first a Practicum in Student Teaching: Elementary (PE492a) for 3 credits and then Practicum in Student Teaching: Secondary (PE492b) for 9 credits. The application process for each of these practica are similar and include application by stated deadline, transcript review with completion of all requirements as articulated in the UOG Catalog (*p.9 of Student Catalog 2006-2007 physical education PE492a and b*). The first experience totals 280 hours while the second experience totals 540 hours including weekly seminars. Student teaching handbooks, Classroom Supervisor handbooks detail the requirements, observation instruments, and rubrics used throughout these practicum. (*Student Teaching Handbook: Secondary and Elementary Student Teaching Handbook*).

### **What procedures and handbooks are used for candidates’ practicum?**

All teacher candidates in the final Practicum in Student Teaching (ED492, PE492a and PE492b) follow Handbooks that provide specific information for the completion of the Student Teaching Experience. (*syllabi* and *Handbooks*) Teaching responsibilities during the student teaching

experience are incremental with less teaching and management responsibilities at the beginning of the practicum to total teaching responsibilities during the second half of the student teaching assignment. The Teacher Candidate works closely with the Classroom Supervisor. Classroom Supervisors perform primary supervision and daily mentoring. The SOE Faculty Supervisor visits the teacher candidate a minimum of four times during the semester (6-8 times for Physical Education) to evaluate the progress and assist in the development of the teacher candidate. Throughout the student teaching experience the teacher candidate maintains a developmental portfolio of their work. This is available at any time for inspection by the SOE Supervisor or the Classroom Supervisor. Evaluation of the teacher candidate is based upon the 10 INTASC Principles and/or specialty Professional Association Standards based on using a modification of the rubric created by Ball State University under a grant from Phi Delta Kappa. (*INTASC rubric*).

At the completion of the practicum, students majoring in Elementary, Special Education, and Physical Education also present Showcase Portfolios. This Presentation is evaluated using the Rubric for Oral Presentation identified within the Student Teaching Handbook. (*rubric*)Teacher candidates demonstrate throughout their program and student teaching or internship that they can use technology to assist in preparation, implementation, and assessment of teaching. Teacher candidates must also demonstrate reflection in the teaching/ learning process. They document reflection within logs, observation instruments, lesson delivery, video evaluations, artifact reflections, and summative reflections on their teaching as well as during their benchmark evaluation sessions with their Classroom Supervisors and their tri-partite evaluations with their Classroom Supervisors and SOE Supervisors. Whenever possible, teacher candidates are encouraged to work on committees with other teachers for school or curriculum improvement or accreditation projects. These include teacher candidates' self-assessment of their use of the SOE Conceptual Framework. (*ST self-assessment of Conceptual Framework*)

Another important part of the student teaching experience is the engagement in the Teacher Work Sample. This includes researching student needs, the curriculum, and the setting. At least one unit is planned with goals, objectives, a block plan, and lessons created to develop intended learning outcomes. Informal and formal assessments are planned throughout the unit to monitor student learning. During implementation of the Teacher Work Sample, the teacher candidate evaluates the results of the assessments so that through reflection the knowledge, skills, strategies for learning, and dispositions of the teacher candidates may improve over time. Documentation of the results of student work is an important aspect to demonstrate what students have learned from their instruction. This is documented within their developmental portfolio as well as their showcase portfolio. (*samples at unacceptable, basic, and proficient*)

Students completing practicum in Administration and Supervision as well as Language and Literacy complete their practicum guided by handbooks prepared for those programs. In each of these programs, teacher candidates complete the equivalent of a Teacher Work Sample. This sample is presented in the portfolio completed within their program.

### **How is the Conceptual Framework reflected in the field experience?**

The Conceptual Framework is the basis of all work in the SOE. Fieldwork evaluation is aligned to the Conceptual Framework. The Conceptual Framework focuses on three elements: *Knowledgeable Scholar* (KS), *Reflective Decision Maker* (RD), and *Effective Communicator*

(EC). These three elements are at the heart of activities involved with all fieldwork from the ED192 level through the ED492 and PE492b level. Alignment is seen within the overall assessment that is completed by Classroom Supervisors and UOG Supervisor as well as the Student Teacher using the INTASC Assessment Form. All of the INTASC principles are aligned to the sub-dimensions that define the Conceptual Framework.

Beginning teachers exiting from the University of Guam will be knowledgeable scholars, effective communicators, and reflective decision-makers. As a ***Knowledgeable Scholar*** the educator will possess skills in their content area that provide opportunity for children and youth to master their content as well as become a critical thinker. To demonstrate that they are ***Knowledgeable Scholars*** in their field, beginning teachers possess general education knowledge that informs and provides a base for understanding broad subject matter especially in psychology, philosophy, history, language, culture, writing and literature, as well as science and mathematics. The ***Knowledgeable Scholars*** develop a strong professional knowledge based on mastery of foundational core as well as pedagogical knowledge through integrating theory with graduated field experiences from freshman through senior year. The ***Knowledgeable Scholar*** also develops empathy with diverse populations and skills to effectively engage diverse learners with the learning environment. The ***Knowledgeable Scholar*** uses technology to gather new information, develop new content, explore possibilities, and increase understanding. Use of technology encourages curriculum development, lesson planning, as well as utilizing linkages with other education-based resources. ***Knowledgeable Scholars*** graduating from the SOE use technology to help students and themselves collect and analyze data, interpret results and communicate findings to improve instructional practices and maximize student learning. The Teacher Candidate's knowledge is reflected in the accomplishments of the students. Informal assessment of the students as well as the student work sample completed during the student teaching experience/s address content and pedagogical knowledge.

As an ***Effective Communicator***, the beginning educator develops the skills to work with students, other teachers, administrators, and parents. The Effective Communicator uses their language skills to build communities of learners and for networking with parents and the community. The Effective Communicator is articulate regarding student needs, the content area curriculum, the National Standards for K-12 students, as well as how to integrate or embed other subject areas into their lessons. The beginning teacher develops the technological skills to deliver his/her knowledge, share understanding as well as concerns with other professionals, and develops new resources and ideas to integrate into the lessons. The beginning teacher as an ***Effective Communicator*** uses multiple communication modes and styles to communicate effectively with students with different cultural backgrounds, experiences, and abilities as well as with parents and colleagues within a diverse setting. As an ***Effective Communicator***, fieldwork and student teachers must communicate with a variety of individuals including students, teachers, supervisors, parents, and administrators. During the student teaching experience, Teacher Candidates present the evidences of their development in four Benchmark Conferences that are spaced throughout their practicum. Two of these conferences include the Classroom Supervisor and the UOG Supervisor. In these conferences, the Teacher Candidate presents their best evidence to support development in each INTASC principle. Additionally, the Teacher Candidate presents a rationale for selection of these artifacts as well as their own evaluation of

their development of this principle. The final assessment is based upon a consensus of those evaluating.

Effective beginning teachers must be *Reflective Decision-makers*. The process of planning, implementing, and assessing requires an educator who has the ability to reflect upon the needs of the children or youth, upon the environment, the content, the style of teaching, and the outcome of the lesson. As a beginning teacher uses their reflection skills, they develop professionally. Reflection by a beginning teacher on their methods, content, student learning and outcomes provides insight that leads to improved practice and confidence. The *Reflective Decision-maker* uses technology to engage in on-going professional development, planning new learning environments, developing higher-order skills, and creativity within students, as well as developing means to assess students within authentic contexts appropriate to developmental level of skills and knowledge. To demonstrate effectiveness with the reflective cycle, beginning teachers collect samples of student learning. In this part of student teaching and earlier field work, Teacher Candidates assess student learning, plan appropriate lessons, and assess student development throughout the teaching as well as summatively. The summative reflection reveals student development over the time period as well as having the student teacher look specifically at methodology to determine personal success at effecting change.

### **How do field experiences help candidates develop Knowledge, Skills, and Dispositions (KSD) delineated in standards?**

Throughout the Student Teaching Experience, teacher candidates meet for seminars in large and small specialty area group sessions to discuss requirements of the practicum, the INTASC or SPA rubrics used for assessment, portfolios, and issues regarding teaching/learning. This is an especially important opportunity for teacher candidates to interact with peers in similar teaching situations and learn from their experiences. (*sample seminar schedule*)

Additionally, a variety of Service Learning experiences are required of teacher candidates throughout their programs within required courses. This encourages involvement in community-based partnerships, projects, and service-oriented activities. Activities such as developing on-campus forums on youth suicide, Direct Instruction, programs honoring contributions of educators on-island, and implementing Halloween children's events, provide means to build organizational skills as well as use presentational, technological, and teaching skills. Volunteering for Island Girl Power, work with religious education groups, or with persons with disabilities, or with elderly populations are examples of opportunities explored on short and long-term bases by our teacher candidates as part of classes or SOE student professional organizations. One class in 2004 engaged in car washes to purchase goats for villagers in Central America through a foundation that promotes self-sufficiency.

Graduate students in the Language and Literacy, and Administration programs also meet regularly with their mentors as well as UOG supervisors to assess their KSD's. These KSD's are monitored throughout the variety of their clinical experiences. Each experience builds skills and abilities beyond the previous one.



The Special Education practicum experience is infused into all graduate coursework and includes: field experiences that observe the identification, assessment, and intervention of children from culturally diverse backgrounds with disabilities, an extensive experience in conducting psycho-educational assessments with practice subjects, and experiences which require graduate students to do conduct training for other teachers (i.e. training the trainers in the identification of disabilities).

### **What results have emerged from candidates' evaluation of the new SOE models for ED492 and PE492?**

The evaluation of the new model for ED492 and PE492: Secondary occurred initially at the end of Fall Semester 2004 and Spring Semester 2005 respectively. This included a total of 27 student teachers and 5 internship students (Note: Some of these students are certification students completing minimum courses needed for Guam certification requirements rather than a completing BA program of study). Teacher candidates responded positively to the new model of student teaching using the outcome rubric focused on the ten INTASC Beginning Teacher Principles. Teacher Candidates in Physical Education used a modification of the rubric using the NASPE (National Association of Sport and Physical Education) standards for beginning teachers. Only 3% of the ED492 teacher candidates responded negatively to the use of the rubric (one secondary education teacher candidate). None of the five PE492 students responded negatively. The sudden implementation of a new student teaching program and assessment system usually brings negative responses, as students and faculty have not had the opportunity to build skills and familiarity with the content at earlier parts of the program. Opportunity needs to be made for integrating aspects of the student teaching requirements, particularly those relating to the portfolio contents and reflections, within earlier course and field experiences. By the time teacher candidates reach student teaching they are prepared to assume the responsibility for teaching and are not overwhelmed by the variety and scope of the portfolio contents and rubric focus. Currently, most negative comments focused on the developmental and showcase portfolio requirements. With so many new forms and entirely new set of responsibilities, some students were overwhelmed (See Table below). None of the PE492 Secondary Teacher Candidates responded negatively to any of the practicum experience components. Their practicum during the prior semester prepared them to use the forms, rubrics, develop a portfolio, as well as assess students using formative and summative strategies. [*documentation of assessments*]

However, by Fall 2005, 100% of all Student Teachers responded positively to the use of the INTASC Beginning Teacher Principles including the use of Developmental Portfolios. This trend has continued through Spring 2006 with only one negative comment at the Secondary level. Positive comments noted that the INTASC standards helped candidates “formulate specific goals to meet each standard”, the sub-standards and rubric “helped to give more focus regarding what needed to be done”, and “it was a great tool to measure performance”. The negative comment related more to the context of instruction in the public schools of Guam than to the Standards or the rubric, “The INTASC standards do not account for limitations that are not overcome able [sic] as far as resources available. Many things could only be done with direct instruction/lecture and bookwork because of this.” Unfortunately, it is difficult for teacher candidates to make use of technology, cope with the specifics of the mandated direct instruction curriculum, and to try to be creative in lesson planning and implementation. For our teacher

candidates, it is sometimes challenging to implement the theory of teaching within the context of the Guam Public Schools.

Summative Response of Teacher Candidates Regarding Use of the INTASC Beginning Teacher Principles									
	ED492				ED498				
Fall 2004	Positive Responses		Negative Responses		Positive Responses		Negative Responses		
	#	%	#	%	#	%	#	%	
Elementary Placement PK-5	7	87.5%	1	12.5%	1	100%	0	0	
Secondary Placement 6-12	8	66%	4	33%	2	50%	2	50%	
Spring 2005	Positive Responses		Negative Responses		Positive Responses		Negative Responses		
	#	%	#	%	#	%	#	%	
Elementary Placement PK-5	11	84.6 %	2	15.4 %	0	0	0	0	
Secondary Placement 6-12	4	100%	0	0	0	0	0	0	
Fall 2005	Positive Responses		Negative Responses		Positive Responses		Negative Responses		
	#	%	#	%	#	%	#	%	
Elementary Placement PK-5	3	100%	0	0	0	0	0	0	
Secondary Placement 6-12	5	100%	0	0	3	100%	0	0	
Spring 2006	Positive Responses		Negative Responses		Positive Responses		Negative Responses		
	#	%	#	%	#	%	#	%	
Elementary Placement PK-5	10	100%	0	0	1	100%	0	0	
Secondary Placement 6-12	1	50%	1	50%	0	0	0	0	

The SOE's Advanced Programs have different requirements according to specialty focus. For candidates focusing on Supervision and Administration, the Internship ED698 provides experiences in a school setting under the mentorship of an administrator. This internship is a full semester experience requiring at least 300 hours. An Internship Handbook for Administration and Supervision and a Handbook for School Principal and Supervisors guides the internship experience. These are excellent tools.

### **Element 3:3 Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions Help All Students Learn**

#### **What are the requirements for entry into the SOE?**

In order to gain candidacy within the School of Education, students must present evidence that they have completed at least 54-60 semester credit hours at the end of the semester the application is filed, including the following General Education courses: EN 110, EN 111, CO210, ED 265 or BI201 or HI211 or HI243 or PS225, one elected science course, MA110 or MA161a or MA165, and the Education core prerequisites ED110 (or equivalent), ED192, ED201, and PY101. Additionally, the student must submit an application including a developmental portfolio, official transcripts for all earned credits, 3 letters of recommendation, a cumulative grade point average (GPA) of at least 2.7 or more based upon all credits earned at the time of application, and an essay as determined by the SOE Admissions Committee. Finally, a formal interview with the School of Education Admission Committee is required of each applicant. [Decision Point I]. (*Catalog 2006-2007 pp. 84, 85*)

A grade of “C” or better must be earned by SOE undergraduate majors in all SOE courses. Secondary major students must maintain a grade of “C” or better in all relevant content areas. Physical Education Teaching majors must maintain a grade of “C” or better in all listed courses for the degree. All undergraduate School of Education majors must have an overall cumulative grade point average of 2.7 in order to graduate with a Bachelor of Arts in Education degree. All Physical Education Teaching majors must maintain a GPA of 2.75 in requirements to graduate.

The initial field experience ED 192: Observation and Participation is graded as a Pass or Fail course. Individual instructors of the sections of the field experience provide their grades. A passing grade is provided if the required hours of observation are completed, if the oral presentation is completed according to the outline required, and the portfolio submitted with all requirements included within it.

Upper level field experiences are assessed using a variety of strategies. Most fieldwork requires portfolios that include a variety of components that are assessed separately using rubrics for lesson plans, unit plans, reflections, etc. Teaching is evaluated using rubrics based upon the level of fieldwork or student teaching and specialty area. Rubrics for lesson plans and delivery are provided for microteaching and practicum. (*Lesson Plan Rubrics* and *Lesson Delivery Rubrics*). Additionally, ED492 uses the Ball State/Phi Delta Kappa Rubric focusing on the 10 INTASC Beginning Teacher Principles during 4 Benchmark assessment conferences between the Teacher Candidate and the Classroom Supervisor. Both the Classroom Supervisor and the SOE Supervisor use similar forms to assess Teacher Candidate progress throughout the fieldwork and practicum.

Specialized rubrics for physical education are used during fieldwork at the 300 level and 400 level based upon whether the setting is for elementary level or secondary level. These are used in conjunction with rubrics for other components of the developmental and showcase portfolios during PE492a and PE492b. (*Physical Education rubrics-Best Practices and Naspe/Intasc rubric*)

Teachers at the PK-12 level are determined to be eligible to become Classroom Supervisors by recommendation of the respective school administrators, the SOE Fieldwork Coordinator, and specialized area coordinator. A Classroom Supervisor must have had at least 3 years successful teaching experience within the grade level or subject area that he/she will be mentoring the teacher candidate. After the first experience as Classroom Supervisor, continuation as a Classroom Supervisor is based upon a joint decision between the school administrator, SOE Fieldwork Coordinator, and specialized area coordinator.

### **Are multiple assessments use?**

Decision Point II varies from program to program. In general it requires completion of most program requirements, including the methods classes. Additionally, the candidate presents their developmental portfolio, a copy of their teaching philosophy, their official transcript or transcript evaluation showing a GPA of 2.7 overall, and a student teaching application. Those students accepted into SOE during 2006 Spring Semester must develop an electronic portfolio. These portfolios must include the graded key assignments that have been designated by each program.

Decision Point III marks program completion. For completion of the program for the degree of Bachelor of Arts in Education, the teacher candidate must demonstrate the following minimum acceptable criteria:

Exit Assessment	Acceptable Criteria
Developmental Portfolio and Showcase Portfolio	Teacher candidate's portfolio includes all required materials as outlined in the Student Teaching Handbook. Portfolio artifacts and accompanying reflection pieces have been evaluated at the level of "Basic" or better. A Teacher Work Sample is required among the artifacts.
Teaching	Teacher candidate completes the student teaching experience with a grade of "basic" or better. Teacher candidate has received an overall evaluation rating of no lower than "basic" in all ten areas of the INTASC rubric.
Grade point average	Teacher candidate's cumulative GPA meets or exceeds the 2.7 minimum.

The INTASC Rubrics for teaching identified that of 71 students graduating during 2004 Fall through 2005 Fall, 42.3% of our candidates were evaluated at the Distinguished level, 49.3% at the Proficiency level, 7% at the basic levels and none were measured as Unacceptable (*Summary of Grades*). Further, Teacher Candidates in student teaching are assessed by SOE Supervisors and Classroom Supervisors at the mid and end points of the student teaching experience. The average student achievement between the mid point and the end point show growth of .3 points using a scale of 0-3 to assess performance. The average over two semesters for candidate's assessment at completion of the student teaching experience shows a 2.47 on the 0-3 point scale. This indicates that most candidates are completing student teaching successfully. The weakest areas are in Standards 2, 3, 4, and 10. These average at a 2.3 level. (*worksheets containing Summaries of INTASC assessments*)

Grading for practicum are normally "A" or "P" or "NC". Ninety-one percent of Student Teachers receive grades of "A". Only 4.5% of Student Teachers receive the "Pass" grade. Another 4.5% of Student Teachers withdrew or receive incomplete. 64.3% of Interns in teaching receive "A" grades. 28.6% of Interns receive passing grades.

For advanced programs, the assessment system specifies Decision Point II as admission to the field experience. Field experience at the advanced level is defined as an internship, practicum, active research, or other approved PK-12 school related activity. In general Decision Point II criteria for advanced programs represent differences in the programs. (*Decision Point II criteria for each advance program*).

Completion for advanced programs is Decision Point III. This requires completion of the internship, project, or clinical practice plus a thesis and defense of the thesis. (*criteria for each program*).

### **Do field experience and clinical practice include opportunities for strengthening dispositions?**

Yes. All programs monitor dispositions for learning and teaching throughout the different program levels. An assessment rubric for key dispositions consistent with all programs is used. A few programs have more extensive and specialized disposition rubrics that are used. Assessing dispositions for learning and teaching provides important information on pre-teacher candidates through Decision Point III. Assessing these also allow faculty to counsel pre-

candidates to get them to rethink their interest in teaching. Continual assessment of dispositions during courses and at Decision Points helps to monitor the development of these important behaviors.

In Special Education, candidates are required to complete a certain number of hours in a variety of special education contexts. Candidates must be assessed by their cooperating teachers in lesson delivery, class management, and pre-/post instructional assessment.

### **How do field experience and clinical practice include opportunities for candidates to work with diverse students?**

Placements of students in the public and private schools of Guam are intensive experiences in working with diverse students. Guam public schools include students who are Chamorro, Filipino, Micronesian, Japanese, Chinese, Korean, Indian, African-American, and Caucasian. Some are children who were born on Guam and have never seen their family homeland and others have more recently immigrated to Guam because of opportunities for education and work. This presents challenges in the school regarding language acquisition and special needs for supportive language services. Additionally, virtually all the schools include students with disabilities.

Field experience placements highlight for Teacher Candidates the reality that Guam schools are diverse in student composition and that diverse methods are needed by classroom teachers and other school personnel to accommodate these needs. All teacher candidates participate in core education classes where classroom diversity is examined and the effects of appropriate management and instruction for this diverse population is discussed. Within each program, specific methods courses address understanding of different methodology and behavior management styles to meet the needs of diverse learners. Teacher Candidates in early childhood education, elementary education, physical education, and special education all take courses specifically focused on working with students with disabilities.

Language and Literacy candidates work specifically within the clinical setting as well as the classroom setting to help students in the acquisition of language and literacy skills and to ameliorate deficits in these areas. TESOL candidates complete fieldwork and summative experiences with students who are non-native language speakers of English. For each experience, reflective projects are assigned that examine the value of the experience from the perspective of the Teacher Candidate and demonstrate their application of appropriate theory to the setting.

Administration and Supervisor candidates are pre-approved for this field experience. A supervisor at SOE and a mentor at the local school/educational setting both observe the aforesaid student within a school environment, and the Intern works on and completes assigned tasks which sum is a total of 300 hours. During the Internship, these prospective administrators are exposed to day-to-day operations of a school or educational setting. Several unique cultures are represented on our island; therefore, the placement of our Interns, within our public and private schools, is truly a multicultural experience. From this partnership among SOE, private schools

and Guam Public School System, the student administrator has an excellence opportunity to become an employed assistant principal or principal.

### **Summary**

UOG's School of Education has responded to the challenge of building effective programs for the *preparation* of teachers throughout the entire candidacy period. Building a Conceptual Framework and then revising course syllabi, content, and assessments to focus on the framework concepts has been a difficult but rewarding task. The faculty has recognized that the Conceptual Framework provides the means to focus on what we believe. Aligning our courses and entire programs to the framework strengthens the connection of each program to the unit and our teacher candidates to each other and to the students they work with.

Major improvements in field experiences and practicum have provided more focused and more easily assessed candidate outcomes. As Faculty and Classroom Supervisors continue to use the rubric for student teaching, greater agreement is reached about the benefits of its use. Most of the programs have initiated beneficial changes affecting their own field experiences and the final practicum. Further articulation between the student teaching rubric and specific SPA standards is also needed to more completely assess student teachers within the individual programs. However, the current rubric for student teaching is providing consistency within all programs in assessing standards achieved by students. This allows for unit self-assessment in regards to Teacher Candidate performance and overall achievement.

## **STANDARD 4: DIVERSITY**

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

### Introduction

#### 4.1 Design, Implementation, and Evaluation of Curriculum and Experiences

#### 4.2 Experiences Working with Diverse Higher Education and School Faculty

#### 4.3 Experiences Working with Diverse Candidates

#### 4.4 Experiences Working with Diverse Students in P-12 Schools

### Summary

### **Introduction**

Diversity is a characteristic of higher learning; in fact, one of the strengths of American higher education is its remarkable diversity. The National Council for Accreditation of Teacher Education (NCATE) defines “diversity” in the following terms: Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live. In applying this definition of diversity, the University of Guam (UOG) has a comprehensive nondiscrimination policy stated in *Rules, Regulations and Procedures Manual Appendix A* approved by the Board of Regents in 2001. The policy (pp. 143-145) is summarized as follows:

The University does not discriminate based on gender, race, color, religion, national origin, disability, or age in any of its policies or practices in compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act of 1990. Additionally, the University prohibits discrimination on the basis of sexual orientation with regard to all matters under the authority and control of the University. The University also complies with the Readjustment Discrimination Act of 1974 pertaining to Vietnam Era Veterans and qualified special disabled veterans. The Pregnancy Discrimination Act of 1978 makes it illegal to discriminate because of pregnancy, childbirth, or related conditions, and the Age Discrimination in Employment Act prohibits discrimination on the basis of age.

UOG is committed to achieving equal opportunity and full participation of persons with disabilities by providing for nondiscriminatory access to its services and facilities through the American with Disabilities Act (ADA) office. In 2005, UOG had three students with physical disability and four students with learning disability. The UOG 2005-2006 *Undergraduate Catalog*, p. 2 states:

The President of the University of Guam is committed to ensuring a work environment free of discrimination and sexual harassment. Administrators, directors, managers, and supervisors must inform employees of the policies prohibiting discrimination and sexual harassment, emphasize the policy of zero tolerance, and deal promptly with any problem

situations. Each of us is expected to maintain high standards of honesty, integrity, and conduct. Discrimination and sexual harassment violate those standards.

There is great acceptance of UOG's diverse population. This is evident through the various units focusing on serving individuals from diverse populations such as people with disabilities, the aged, and people who speak a language other than English. The School of Education (SOE) related to serving these diverse learners include the Equal Employment Opportunity office, ADA office, the Institute for Micronesian Health and Aging, Guam Center for Excellence on Developmental Disabilities Education, Research, and Service (CEDDERS), and the Micronesian Language Institute. UOG TRIO (Upward Bound, Talent Search, and Student Support Services) programs assist low-income students attend UOG. The diversity of learners and communities at UOG make it unique.

UOG is a diverse university campus within the Western Association of Schools and Colleges (WASC), as expressed by Manuel Esteban, co-chair of the WASC accreditation team: "People in the mainland talk about diversity, and most struggle just to get a student body that is representative of a region. But here you have an exceptionally diverse population, both in terms of the students, the faculty, and the administration." ("WASC's answers," 2000, p. 2)

The philosophy of SOE is that education is the forum through which human conditions are improved and egalitarian values are taught. Education is a necessity and opportunity as well. The SOE provides initial preparation and continuing educational opportunities to aspiring candidates and other education personnel for meeting the diverse educational demands as well as the practice of multicultural education. The SOE realizes that multicultural education is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. The SOE is the academic, research, and service resource center for Guam and the greater Micronesian areas. The SOE plays a leadership role in delivering instruction and related educational services under challenging social, economic, environmental, and political realities. To support both the Conceptual Framework and the mission of SOE, the programs, faculty and staff exemplify and address diversity through its curriculum, field experiences, hiring of diverse faculty, enrollment of diverse candidates, and experience with P-12 students of diverse backgrounds.

#### **4.1 Design, Implementation, and Evaluation of Curriculum and Experiences**

##### **How does UOG introduce candidates to diverse cultures and peoples through the General Education curriculum?**

UOG's General Education curriculum is designed to expose students to issues related to diversity. These include general education courses listed in the UOG Catalog (2005-2006) under the following categories: Global Studies (*diverse culture*), Modern Language (*the study of a foreign language*), Regional Studies (*ethnicity*), and Search for Meaning (*gender*). Specifically (pp. 41-42):

Global Studies courses introduce students to a broad perspective of the world's civilizations and provide them with various aspects of human society from the past to the present. The Modern Language requirement provides students with the opportunity to learn to understand



different patterns of communication and perspectives. Regional Studies courses help students gain an understanding of how Pacific island cultures are different from other societies and what factors contributed to the differences. Search for Meaning courses teach students how to inquiry while challenging them to question fundamental concepts such as the meaning of life and the nature of reality. Students develop an awareness of the significance of social and cultural contexts in defining themselves, their gender and their relations with one another.

Professional education requirements include one course in local history, or culture. Candidates are recommended to enroll in HI211 or ED265 to fulfill general education requirements as they focus on multicultural issues. ED265 focuses on issues related to Culture and Education on Guam. HI211 is the History of Guam as summarized below:

- HI211: History of Guam: This course examines the pre-Magellan period, the Spanish regime, Guam’s political development under the United States Naval Government, and the island’s present civil government.
- ED265: Culture and Education in Guam: This is a study of Guam’s cultural development; differing educational approaches to the cultural environment, both past and present, are explored. It meets the Guam teacher certification requirement in culture or history.

**What required coursework and experiences enable teacher candidates and candidates for other professional school roles to develop awareness of the importance of diversity in teaching and learning and to develop the knowledge, skills, and dispositions to adapt instructional services to diverse populations?**

The SOE reflects its commitment to diversity through the development of each candidate as a *knowledgeable scholar* who knows and learns about the background and experience of students. Under the Conceptual Framework of *effective communicator*, SOE prepares candidates to tailor instruction by adapting presentations to the needs, abilities, and experiential backgrounds of learners. The professional education requirements provide candidates within the SOE—the opportunity to develop their knowledge, skills, and dispositions to work with P-12 students of diverse backgrounds. The specific courses 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 ED201 course covers human growth and development with special emphasis on the formative and school years of the child. Through observation of children in the school and elsewhere, patterns of development and the impact of school on the child are studied. The ED300 course offers an analysis of the complex factors involved in learning, individual differences, motivation for learning, individual differences in learning, and socio-cultural factors as they affect the education of children and youth. In addition to these two 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). These courses help candidates to develop the knowledge, skills, and dispositions to work with students with disabilities in an inclusive environment. Table 1 is a summary of the required courses and experiences that enable candidates to develop the knowledge, skills and dispositions to adapt instruction and services to diverse populations.

Table 1: Knowledge, Skills, Dispositions Related to Diversity

Program	Course	Examples of Knowledge, Skills, and Dispositions
Early Childhood	ED261: Development in early childhood	Individual visit to pre-school special needs play group for the hearing impaired
Elementary Education	ED360: Effective teaching in the elementary multicultural classroom	Theoretical and practical understanding of techniques and strategies of teaching in multicultural classrooms
Foundations	ED201: Human growth and development	Observations and analysis of lifespan human development
	ED300: Educational psychology	Observations and analysis of the complex factors involved in learning and cognition, motivation for learning
Language & Literacy	ED641: Middle/secondary reading and writing in content areas	Analysis and presentation of multicultural books
	ED643: Literacy instructional lab	Tutor a school-aged student in the literacy center
Physical Education	PE352: Methods of teaching health, physical education and dance: elementary/PE353: Methods of teaching health, physical education and dance: secondary	Physical education teachers understand how individuals differ in their approaches to learning, and create instruction adapted to these differences [Individual/group work, tests, as well as curriculum, units, and scripted lesson plans]
	PE392a/ PE392b: Field experience in teaching elementary physical education	Physical education teachers understand how individuals differ in approaches to learning, and create instruction adapted to these differences [Individual/group work, tests, as well as curriculum, units, and scripted lesson plans]
	PE422/G: Motor development and learning	Physical education teachers understand how individuals differ in their approaches to learning, and create instruction adapted to these differences [Individual/group work, tests, as well as curriculum, units, and scripted lesson plans]
	PE470: Curriculum and assessment in physical and health education	In curriculum design, the candidate will develop scope and sequence for a year-long course for a student at a particular grade level as well as unit and example lesson plans which correspond to standards identified and build upon children's previous development
	PE492a: Practicum in student teaching: elementary PE492b: Practicum in student teaching: secondary	Physical education teachers understand how individuals differ in their approaches to learning, and create instruction adapted to these differences [Individual/group work, tests, as well as curriculum, units, and scripted lesson plans]
Special Education	ED215: Introduction to exceptional individuals	Observation of and reflection about learners in a general education classroom
	ED446: Including children with disabilities in the regular classroom	Case Study – Development and implementation of plan to include a student with a disability
	ED315: Methods of teaching children and youth with special needs	30-hour practicum observing and providing instruction to a student with a moderate to severe disability
Admin. & Supervision	ED613: School Law	The equal protection clause of the 14 <sup>th</sup> amendment, Title IX (discrimination based on sex), and Affirmative Actions
	ED611: School Personnel Management	Affirmative Actions for “projected populations” aims and objectives of Affirmative Action Educational Reform Cultural Development program/planning

### What UOG research provides evidence about candidates' proficiencies and understanding of diversity?

Critical thinking is an important learning outcome for teacher candidates. The literature shows that this outcome is affected by a number of factors, including exposure to cultural diversity. Focus group interviews were thus conducted by one of the SOE faculty to achieve a better understanding of the development of critical thinking among the SOE students (Inoue, 2005). When asked how or what diversity experiences through the curriculum and learning experience influenced their perceived development of critical thinking skills, the typical answers were:

- Good SOE professors facilitate students to think critically, providing knowledge and applications useful in real world situations, and using a classroom as a community.
- Learning from ethnically diverse professors at SOE is beneficial. Integrating their own cultural experiences into the learning climate makes the teaching process even better.
- Non-traditional adult students have a great deal of life experiences and associating with them helps younger students to enhance survival skills as well as people skills.

Furthermore, the SOE focus group participants recognized that working on group projects with ethnically diverse students as well as field experiences promoted their critical and creative thinking skills. This point of view supports Lynn's (1998) observation: "One of the richest vehicles for enhancing student learning in the classroom is the diversity of students themselves" (p. 123). In addition to the diversified student population (in terms of ethnicity and social status), the number of non-traditional-aged students has been increasing at SOE. As the focus group participants described, "it is beneficial to tap the knowledge and experiences of non-traditional students, allowing younger students to learn from older students, and vice versa" (Finkel, 1999, p. 33). Diversity is a given at SOE, and such diversity represents an opportunity and a potential source of enrichment in teacher education. The findings of the focus study suggest that SOE is well equipped to help students move from a denial or a minimization of difference to an acceptance, an adaptation and an integration of cultural diversity into their own worldview.

The notion of "we teach who we are" has significant implications for teachers of today's learners (Howard, 2003, p. 198). Therefore, teachers knowing who they are as people, understanding the contexts in which they teach, and questioning their knowledge about teaching and learning styles are as important as the mastery of techniques for instructional effectiveness. Through daily teaching, seminars, and conferences, the SOE faculty provide candidates with maximum opportunities to understand teaching and learning styles and to adapt instruction in diverse learning environments.

#### **4.2 Experiences working with Diverse Higher Education and School Faculty**

##### **How diverse are the professional education faculty, faculty from other units and school-based faculty?**

The SOE is committed to the recruitment, hiring and retention of faculty from diverse populations. The desired background stated in SOE position announcements is knowledge and experience working in a multicultural setting: "the position calls for someone who is adaptable, who possesses a global vision and who is interested in working in a dynamic and multi-cultural institution" (UOG Human Resources Office Position Announcement). An excerpt from the policy on equal employment opportunity reads as follows: The University of Guam is an equal opportunity employer and is firmly committed to nondiscrimination in its hiring, termination, compensation, promotion decisions and in all other employment decisions and practices and in the application of its personnel policies and collective bargaining agreements. As part of its policy and practice, employment decisions will be made irrespective of the employee's or applicant's race, color, religion, religious creed, national origin, age (except for minors),

disability, sexual orientation, gender, citizenship, military service status, and/or any other status protected by law.

### **What effort does the SOE make in recruiting and retaining a culturally diverse faculty?**

The SOE recognizes that faculty search committees are successful in contributing to the goal of diversifying the SOE faculty. Efforts recruiting diverse faculty include: keeping resumes of prospective candidates on file and contacting them when a faculty search begins; and searching for individuals employed outside of academe but who, through cutbacks or a career change, may be well suited to a faculty position. The SOE does not make any assumptions about candidates (e.g., an assumption that a particular racial group would not feel welcome in the UOG community), resisting the tendency to measure individuals and their credentials against one standard. The SOE also recognizes that achieving reappointment requires a great effort, and that new faculty members are more likely to attain reappointment if they receive guidance from the Unit administrator and senior faculty members during the early years at SOE. Senior professors provide guidance for junior faculty by examining the syllabi and teaching materials, as well as by visiting classes. Mentors also provide junior faculty evaluations of their research when it is in an early state of development, and offer suggestions for future scholarly activities and research planning. An important function of the Affirmative Action Program at UOG is to provide faculty diversification within each unit. Giving faculty members of unit complementary assignments based on the Comprehensive Faculty Evaluation System (CFES) assists in promoting faculty diversification. Faculty members are evaluated on how well they accomplish their assigned responsibilities. In evaluating scholarship, the same high standards are applied to all the faculty members, regardless of their cultural and ethnic backgrounds.

Out of 31 school-based faculty members, 19 or 62% are Asian or Pacific Islanders (see Table 2). This is comparable with the SOE student enrollment and the P-12 population within the Guam Department of Education. Table 2 also indicates gender differences among the faculty.

Table 2: Faculty Demographics (Fall 2005 – Spring 2006)

	Prof. Ed. Faculty in Initial Preparation Programs	Prof. Ed. In Advanced Programs*	All Faculty in the Institution	School-based Faculty
	N (%)	N (%)	N (%)	N (%)
American Indian or Alaskan Native				
Asian or Pacific Islander	12(67%)	16(67%)	74 (43%)	19 (61%)
Black, non-Hispanic	2 (11%)		2 (1%)	2 (6%)
Hispanic			4 (2%)	
White, non-Hispanic	4 (22%)	8 (33%)	88 (51%)	10 (32%)
Two or more races				
Other				
Race/ethnicity unknown			3 (2%)	
<b>Total</b>	<b>18 (100%)</b>	<b>24 (100%)</b>	<b>171 (100%)</b>	<b>31 (99%)</b>
<b>Female</b>	<b>13 (72%)</b>	<b>18 (75%)</b>	<b>65 (38%)</b>	<b>22(71%)</b>
<b>Male</b>	<b>5 (28%)</b>	<b>6 (25%)</b>	<b>106 (62%)</b>	<b>9(29%)</b>
<b>Total</b>	<b>18 (100%)</b>	<b>24 (100%)</b>	<b>171 (100%)</b>	<b>31 (100%)</b>

### 4.3 Experiences working with Diverse Candidates

#### **How diverse are the candidates and what opportunities do they have to interact with diverse students?**

UOG candidates come from Guam, the U.S. mainland, the various islands of Micronesia, the Philippines, India, Korea, Japan, China, and Taiwan. The UOG campus makes for an interesting ethnic mix. That is, students enrolled within the SOE from different ethnic and cultural backgrounds, various native languages, and composed of both genders (see Table 3).

**Table 3: Candidate Demographics (Fall 2005 – Spring 2006)**

	Candidates in Initial Teacher Preparation Programs	Candidates In Advanced Preparation Programs	All Students in the Institutions	Demographics of Geographical Area Served by Institution
	N (%)	N (%)	N (%)	%
American Indian or Alaskan Native			3 (.11%)	
Asian or Pacific Islander	96 (52%)	105 (86%)	2568 (90%)	
Black, non-Hispanic	1 (.5%)	1 (0.8%)	30 (1.1%)	
Hispanic	1 (.5%)	1 (0.8%)	20 (0.7%)	
White, non-Hispanic	3 (2%)	11 (9%)	165 (6%)	6.9%
Two or more races	8 (4%)			9.8%
Other		4 (3%)	53 (2%)	2.3%
Race/ethnicity unknown	75 (41%)			
<b>Total</b>	184 (100%)	122 (100%)	2839 (100%)	19%
Female	106 (58%)	91 (75%)	1782 (63%)	49%
Male	34 (18%)	31 (25%)	1057 (37%)	51%
Gender Unknown	44 (24%)			
<b>Total</b>	184 (100%)	122 (100%)	2839 (100%)	100%

Focus group research noted above indicates that diversity experiences help SOE candidates to develop sensitivity and awareness of self. Specifically (Inoue, 2005),

- Ethnic diversity provides students with opportunities to enhance cultural sensitivity, which, in turn, can enrich the intellectual development including critical thinking.
- Students gain insight into how to maintain their own ethnic values and behaviors and how to think about cultural and racial matters scholarly and critically.
- Students learn to attach positive feelings to multicultural experiences so that they feel respectful toward other ethnic and cultural groups, developing critical reflection.

Diversity at UOG is evident in the eclectic sampling of ethnic backgrounds represented in the university community. This provides a rich environment for student challenges in developing a critical consciousness relating racial, cultural, and ethnic diversity. Through the curriculum and academic forums, SOE emphasizes that the cultural critical consciousness is imperative to improving the educational opportunities and outcomes for candidates. Meaningful field experiences further the expansion of knowledge and appreciation of people from various cultural backgrounds. Additionally, UOG dormitories provide students with a sense of community, and offer students the opportunity to meet new people by participating in activities such as cultural events and camping trips for dorm residents (Muna, 2006).

#### **4.4 Experiences Working with Diverse Student in P-12 Schools**

The tropical island of Guam is the southernmost island in the Marianas chain, about 3,700 miles west south-west of Hawaii. Table 4 shows the ethnic breakdown of the island population.

Table 4: Ethnic Breakdown of Island Population based on 2000 Census

Ethnicity	Asian	American Indian/Alaskan	White Non-Hispanic	Hispanic	Pacific Islander	Black Non-Hispanic	Other	Two or more
	33%	NA	7%	0	45%	1%	1.2%	14%

**How does the Unit ensure that each candidate has a field experience in at least one diverse site? How does the Unit ensure that each candidate has a field experience working with exceptional children?**

A major purpose of field experience (including student teaching) is to provide candidates with an opportunity to explore the initial feelings about teaching. Observation and reflection about teaching is important, as well as to have the opportunity to work with students individually, in small groups, and in whole-class situations. Teaching should be from a lesson plan basis. The SOE ensures that each of the candidates will have the experience working with exceptional children in at least one diverse site integrating a team approach involving the student teacher or intern, the cooperating teacher, and the SOE supervisor. Based on the notion that experience is oftentimes the best teacher, candidates develop and demonstrate competence in teaching children with diverse backgrounds and complex needs through the field experience.

As described in Standard 3, 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, namely the Guam Public School System (GPSS). As described in Table 5, the P-12 population in GPSS consists of a diverse population that includes students with disabilities, English as a second language learners, and students with low socioeconomic status. Other experiences include working in the Department of Defense Education Activities (DODEA), and private schools. All private schools are affiliated with a specific religious organization.

**How does the Unit ensure that candidates develop and practice the knowledge, skills, and dispositions related to diversity during their field experiences and clinical practices? How does the Unit ensure that candidates use feedback from peers and supervisors to reflect on their skills working with diverse populations?**

The INTASC (Interstate New Teacher Assessment and Support Consortium) standard 3 is a measurement of the candidates' ability to demonstrate understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. Element 1 of the INTASC Standards evaluates the candidates ability to take into account the needs of various learners during the planning and implementation stages and to make appropriate adaptations as a routine part of planning and delivery. Element 2 of the INTASC Standards evaluates the candidates' ability for selection of resources to meet a range of individual needs (special education to gifted). Candidates have a field experience and are assessed by the SOE supervisors and cooperating teachers at least two times using the rubric, whereby candidates' evidence of attainment of each of the INTASC Standards is evaluated.

In field experiences and student teaching on Guam, candidates interact and work in highly diverse learning environments, developing and practicing knowledge, skills, and dispositions to work with P-12 students through exposure and working with students who represent a variety of racial, cultural, religious, and linguistic populations, as well as exceptionalities. The field experiences provide candidates with the opportunity to achieve a better understanding of diversity and direct experience in improving their skills at working with diverse populations. Data on student diversity in terms of ethnicity and socio-economic status in the GPSS schools in which candidates do their field experiences and clinical practice is presented in Table 5.

Table 5: Demographics on Clinical Sites for Initial and Advanced Programs (Fall 2005 – Spring 2006)

Name of School	American Indian or Alaskan Native	Asian or Pacific Islander	Black, non Hispanic	Hispanic	White, non-Hispanic	Other	Race/ ethnicity unknown	Students receiving free/reduced price lunch (student socio-economic status)
<i>GPSS</i>		97%			1%	2%		55%
<i>Private Schools</i>		81%	<1%	<1%	3%	15%		N/A
<i>Department of Defense</i>	<1%	20%	8%	9%	30%	27%	1%	5%

### **Summary**

Higher education is especially influential when its social environment is different from students' background and when it is diverse and complex enough to encourage intellectual experimentation and recognition of varied future possibilities in a diverse and globalized world. UOG's General Education curriculum is designed to expose students to issues related to diversity, including courses such as Global Studies (diverse cultures), Modern Language (the study of a foreign language), Regional Studies (ethnicity), and Search for Meaning (gender). The SOE courses help candidates develop the knowledge, skills, and dispositions to work with students from diverse backgrounds, providing learning opportunities that enable candidates to develop the knowledge, skills and dispositions to adapt instruction and services to diverse populations. Further, the SOE focus-group participants recognized that working on group projects with ethnically diverse students as well as field experiences promoted their critical and creative thinking skills.

The SOE is committed to the recruitment, hiring and retention of faculty from diverse populations. Mentorship is recognized at the SOE as an important activity for retaining diverse faculty members. As expressed by Manuel Esteban, co-chair of the WASC accreditation team in 2000, UOG has an exceptionally diverse population in terms of the students, faculty, and administration.

As emphasized earlier, *experience* is the best teacher. In the field experience, in particular, appropriate and useful feedback from fellow candidates and supervisors helps candidates develop and enhance abilities and skills to help all students. In the final analysis, experiences working with diverse higher education faculty, experiences working with diverse fellow candidates, and experiences working with diverse students in Guam's P-12 schools provide SOE candidates the best of many possible educational worlds. We are enriched by our diversity.

## **STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT**

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.

### Introduction

#### 5.1 Faculty Qualifications

#### 5.2 Modeling Best Professional Practices in Teaching

#### 5.3 Modeling Best Professional Practices in Scholarship

#### 5.4 Modeling Best Professional Practices in Service

#### 5.6 Unit Evaluation of Professional Education Faculty Performance

#### 5.7 Unit facilitation of Professional Development

### Summary

### **Introduction**

The School of Education (SOE) faculty members represent a wide range of diverse cultural background and professional qualifications. They possess the experience and expertise that support the mission of the unit. They are recognized for excellence in teacher education and professional development for the undergraduate and graduate degree opportunities they provide to all teacher candidates and other school personnel in the region. They are deeply committed to teaching, scholarship and community service. This commitment is evidenced in their publications, participations in professional associations and international conferences, and in-service training opportunities provided to the teachers and other school personnel on Guam and the region. Through modeling best professional practices in teaching, research and service, they inspire the constituents they serve to become agents of change and progress.

### **5.1 Faculty Qualifications**

**What are the qualifications of the full-and part-time professional education faculty (e.g. earned degrees, experience, expertise)?**

During the past three years, the School of Education has made significant changes to accommodate the requirements of NCATE. Competence to teach in a specific content area as well as ability to teach other disciplines, skill in carrying out multifarious functions, and proficiency in working with diverse students became the core criteria in faculty recruitment. Syllabus revision was also part of these changes. The current *syllabi* reflect the depth of faculty understanding of their fields and the interconnectedness of their courses with the other courses in the curriculum.

To date, the School of Education has 22 full-time faculty members. Almost 91% are doctorate degree holders. All have spent a substantial number of years in the teaching profession and clinical practice. Table 1 shows the distribution of full-time faculty by program, academic qualification and rank, and years of teaching experience.



Faculty searches are being conducted to fill the positions in the following programs:

1. Special Education: one position Assistant - Associate Professor
2. TESOL: one position Assistant - Associate Professor
3. Physical Education: one position Assistant - Associate Professor

Table 1: Faculty Distribution for 2005-2006

Program (no. of full-time faculty)	Degree Earned		Academic Rank				Years of Teaching			
	Doctor-ate	Non Doc-torate	Prof	Asso Prof	Asst Prof	Instruc-tor	<15	15-22	23-30	>30
Early Childhood (2)	1	1		1	1		1			1
Elementary (2)	2			2						2
Secondary (2)	2			2				1	1	
SPED (1)	1		1							1
Language & Literacy (2)	2			1	1			1	1	
TESOL ( )										
Ed Admin & Supervision (2)	1	1		1		1		1	1	
PE (2)	2			2					1	1
Foundations and Ed Tech unit	6		1	2	3		3	3		
Program (Adjuncts)	Doctor-ate	Non Doc-torate	Prof	Asso Prof	Asst Prof	Ins-tructor	<15	15-22	23-30	>30
SPED (1)	1				1			1		
Language & Literacy (2)	2			2				2		
Ed Admin & Supervision (3)	3					3	3			
Foundations (3)	3		1		1	1			3	

There are 9 adjuncts in the School of Education. They are hired following the University requirements:

- 1) submission of an application form that can be obtained from UOG the Human Resource Office
- 2) three letters of reference
- 3) curriculum vita
- 4) transcript of records

The evaluation forms are reviewed by the program coordinator.

**What contemporary professional experiences in school settings do the higher education clinical faculty have? What percent of higher education clinical faculty have these experiences?**

There are also SOE faculty members who have spent substantial years of clinical practice in their fields. Two faculty members spent five years as a clinician in the Reading Clinic. Another faculty spent 10 years in the Recreation and Leisure Management Internship Program. The longest serving faculty of SOE (Professor Emeritus on contract) has 24 years of clinical practice in Mental Health to his credit. Two or 100% of the full-time faculty members of the Educational Ad-

ministration and Supervision Program have 6 and 27 years of experience as school administrators respectively.

**For faculty members without terminal degrees, what expertise qualifies them for their assignments?**

Two full-time faculty members are master's degree holders. One is an assistant professor in early childhood education. Her area of specialization in both baccalaureate and master's level is early childhood education. Being the former Director of SOE's Early Childhood Learning Center and teacher of pre-school children, she brings with her a wealth of experience in early childhood education that the teacher candidates majoring in early childhood education would benefit from. She is the current Coordinator of Early Childhood Education Program. The other faculty without a terminal degree is a new hire carrying the rank of instructor. She was an adjunct faculty in the Educational Administration and Supervision Program and now is assigned as a regular faculty in this program. She was an administrator for 27 years. Her expertise and experience are advantages to the program.

The SOE programs are also supported by regular adjunct faculty members. All, but one, hold a terminal degree in their field (Ed.D. or Ph.D.). The only non-doctorate adjunct faculty served as an adjunct in the Language and Literacy Program for a many years. She is highly qualified because of the substantial years of experience and non-degree credits earned in her field. Moreover, this adjunct faculty is very familiar with the personalities, policies, and procedures at the SOE.

**How experienced are the faculty in their areas of supervision?**

For Field Experience, the cooperating teachers and classroom supervisors who are tasked with mentoring the teacher candidates have to fulfill the following requirements: teaching license in the area they supervise, at least five years teaching experience and very satisfactory performance ratings from school principals. The SOE also offers field experience in Educational Administration and Supervision. It is focused on principalship training. The cooperating principals who work with interns possess the following qualifications:

1. Personal Attributes (Attitudes and Dispositions): self-confidence, personal reputation, commitment to the mentoring process, openness to new ideas, sensitivity to the needs of others, and professional demeanor
2. Knowledge and Skills: Knowledge about schools and systems, current educational issues and practices, understanding of political and organizational dynamics in relation to education; generic leadership and management skills

Portfolios of full-time faculty are available in the Exhibit Room. They include information regarding academic preparation and credentials, scholarly publications and presentations, and professional engagement.

## **5.2 Modeling Best Professional Practices in Teaching**

### **How does the unit know faculty have a thorough understanding of the content they teach?**

The intellectual competence of the SOE faculty is manifested in the content-specific courses they teach. They have graduate degrees and professional development credits in these content-specific courses, such as audio-visual education, science and math education, language arts and reading, special education, and P.E. to name a few. Their professional activities include paper presentations in national and international conferences about the areas they teach, classroom-based research that support teaching, learning, and grant writing related to their content areas.

### **What types of instructional strategies do faculty members use to reflect an understanding of different learning styles?**

All members of the faculty use a wide variety of instructional strategies to promote candidate learning; for example, cooperative learning, group creative presentations for the social learners in class; case analysis, reflective writing, reflective inquiry and research for the analytical learners, guided discovery, and use of activity sheets and worksheets for the procedural learners; and hands-on activities, pure discovery and project work for the active learners. These instructional techniques put a heavy premium on critical thinking, problem solving and collaboration. They are well described in the *syllabi* that are available electronically.

### **How do faculty and the unit know the results of candidates' assessment of faculty instruction?**

As a requirement in the negotiated Agreement by and between the Board of Regents of the University of Guam and the GFT/UOG Faculty Union, every faculty has a right and responsibility to be evaluated by their students. Assessment of faculty instruction is conducted towards the end of every semester. Student feedback provided semesterly indicates whether or not SOE faculty members are modeling best practices in teaching. For the past two years the overall average for the School of Education faculty has been substantially high. In fact, five faculty members obtained overall averages higher than the university and college averages for the last two years.

### **How is exemplary teaching effectiveness recognized?**

Faculty members who excel in teaching are recognized annually by the Charter Day Awards Committee and by the individual colleges. In the years 2000 and 2005, several faculty members of the School of Education garnered the most coveted Professor of the Year Award and Excellence in Research Award. Three faculty members have been consistently featured in Who's Who Among America's Teachers since 2000. Recently, two faculty members, one from Elementary and one from Language and Literacy, are recipients. The award certificates of faculty are available in the Exhibit Room.

### **How do faculty members integrate diversity and technology throughout their teaching?**

The SOE Faculty accommodates diversity in the classroom through the use of cooperative learning strategies, group projects and presentations, and the use of prior knowledge and cultural experiences during discussion. Faculty members also make provision for individual differences (e.g. out-of-class mentoring for those who need help, and an alternative to practicum). Faculty's course assignments for the teacher candidates and other school personnel incorporate the use of technology in oral presentations of topics assigned to individual candidate or groups of candidates, computer integration to show how the teaching of certain concepts is facilitated, internet surfing to look for current literature and studies to back up research findings. The unit has two computer labs for use by the candidates in doing their assignments. These labs are used extensively by the audio-visual and computer courses that are offered in the undergraduate and graduate programs of SOE. The faculty will soon embark on an electronic portfolio requirement for all the education candidates of SOE. Both faculty and candidates are currently undergoing training on electronic portfolio preparation.

### **How do faculty members assess candidates' performance in the courses they teach and experiences they supervise?**

SOE faculty adhere strictly to the standards of their professional associations, the institutional standards of SOE that are contained in the SOE Conceptual Framework and the INTASC Standards that the Guam Public School System (GPSS) uses. The extent of accomplishment of the standards is measured by multiple assessments used by faculty. These standards are categorized into five groups: 1.) *content knowledge* that is measured by exams, oral presentations and portfolios; 2.) *pedagogical content knowledge and skills* that are assessed through technology integration presentations and instructional materials development, lesson planning and microteaching in the methods and practicum courses; 3.) *professional and general pedagogical knowledge and skills* that are measured by rubrics for reflective journals, research reports, case studies, portfolio presentations; 4.) *impact on student learning* that is assessed through the use of INTASC benchmark rubrics and other SPA rubrics for practicum, student teaching and internship; and 5.) *dispositions* that are measured by a disposition rubric used in all the courses. Faculty members value the candidates' performance in these areas that are represented by the five categories because they reflect the kind of teachers and school personnel that SOE aims to produce for the diversified clientele in the Guam school system.

### **How does instruction reflect the Conceptual Framework and current research and developments in the field?**

The institutional standards in the SOE Conceptual Framework are assessed by faculty at three critical points: entry (admission into the program), midpoint (before student teaching) and exit (after student teaching/internship). The course objectives in candidates' syllabi are aligned with the institutional standards in the SOE Conceptual Framework. Their course syllabi also show the use of research in their teaching. Course assignments include literature search on current developments in the topics that are covered in the course content and research on various factors that affect student learning and other relevant areas of instruction. Results of these assignments are presented orally by the candidates and discussed in the light of current situation in their fields.

Research findings are likewise discussed and instructional strategies that address the findings from a research study are examined in the course.

### **How does faculty encourage reflection, critical thinking, problem solving and development of professional dispositions?**

UOG's Comprehensive Faculty Evaluation System (CFES) encourages faculty reflection, critical and creative thinking, problem solving, and good teaching. To meet program standards, SOE faculty assign candidates to do case studies, keep reflective journals and engage in self-evaluation to encourage reflection. Faculty also assign candidates to submit research reports, term papers, and observation narratives with reflections; develop activities and instructional materials; and plan instruction based on knowledge of students and theories of learning. All these require the use of critical and creative thinking, and problem-solving.

At the beginning of each course, faculty distribute the disposition rubric to candidates and discuss all the elements with them. At the end of the course, the candidates are assessed in terms of the extent of their development of the professional dispositions and provided feedback.

### **5.3 Modeling Best Professional Practices in Scholarship**

#### **What types of scholarly activities are faculty engaged in?**

According to UOG's Comprehensive Faculty Evaluation System (CFES), scholarly productivity is a requirement for reappointment, promotion and tenure. To produce scholarly work and engage in scholarly activities are expectations of all faculty members. The quality of their work as well as the quality of professional activities they engage in are evaluated by peer review committees and appropriate administrators.

Scholarly productivity comes in various forms, such as books and publications, position papers, refereed conference presentations and grant involvement. From 2001 to present date, the SOE faculty have published a total of 40 articles, books and chapters in books; made 42 conference presentations; attended over 60 national and international conferences; and wrote 5 position papers and 11 grant proposals. Recent examples of grant proposal initiatives include collaborative efforts with GPSS in the Teacher Enhancement Grant and the GEARUP grant application and building partnerships with local and regional communities for collaborative research. Below are some of the grant proposals written by SOE faculty.

Grants	
GEMS-	(Gearing Education for Maximum Service) in Early Childhood Education
GEARUP-	(Gaining Early Awareness and Readiness for Undergraduate Program)
OSEP-	General Supervision Enhancement Grant
OSEP -	Personnel Preparation Grant for Low Incidence Population
Child care and Development Funds-	(Reading Buddy)
Pacific Early Childhood Educator Professional Development Grant	
Project Alula-	(Hurry)
Project Fo'na -	(Moving Ahead)
Project EHDI -	(Early Hearing Detection and Intervention)
Project Fit' Me -	(Strong, Firm)
Project HOPE -	(Helping Others to Perform Effectively)

Research is encouraged by the College Dean by releasing faculty members from one course of their four-course teaching load. The recent research studies that have been supported by SOE with a 0.25 FTE are:

1. Philosophies in Chuukese Education (completed)
2. The Culture of Collaboration in Professional Development (completed)
3. Paperless Assessment (completed)

Currently, a group of faculty from the Early Childhood, Elementary and Secondary Education Programs pulled their resources together to investigate teacher candidates' impact on student learning. They are looking at the effects of the following factors on student learning:

1. Classroom management strategies (Early Childhood Education)
2. Accommodation of diversity (Elementary Education)
3. Development of critical thinking (Elementary and Secondary Education)
4. Communication strategies (Elementary Education)
5. Group work and collaborative learning (Secondary Education)

Some of the research studies conducted by SOE faculty have been submitted for publication in *The Micronesian Educator*. This is a scholarly journal that SOE has supported since its inception in 1990. From 2001 to date, nine SOE faculty members have published articles in this journal and seven have also been asked to referee articles for publication. Eight SOE faculty members have served on the Editorial Board. Copies of *The Micronesian Educator* are available in the Exhibit Room.

### **Does the scholarly work of faculty reflect the mission of the institution?**

The institution's mission is *to enlighten, to discover, to serve*. The SOE faculty's grant writing initiatives reflect the mission *to serve*. For example, Project HOPE is geared towards the promotion of effective teaching in early childhood education by providing effective professional development activities to the early childhood educators in the Federated States of Micronesia (FSM). The project's acronym reflects the mission to serve – **H**elping **O**thers to **P**erform **E**ffectively.

The research studies conducted by the SOE faculty are aimed to *discover* new perspectives in teaching and learning and disseminate the results through conferences and journals to *enlighten* the professional community.

### **How is faculty scholarship related to teaching and field experience?**

Excellence in modeling best professional practices in scholarship is also reflected in the development of basic curriculum materials, such as student handbooks. Two new student teaching *handbooks* have been written for the ED492 course – one for the early childhood and elementary education majors, and the second one for secondary education majors. The handbooks are based on the SOE Conceptual Framework and INTASC Standards. The production of a handbook for interns in ED498 has just been completed. In connection with the graduate courses involving clinical practice by other professional candidates, relevant program faculty have developed their own handbooks, some are being revised to reflect the SOE Conceptual Framework.

### **How is the faculty recognized for best practices in their respective disciplines?**

Awards for excellence in research and scholarship are evidence that faculty have performed well and have contributed to the expansion and refinement of knowledge in their chosen fields. In 2000, one faculty member received the UOG Faculty Award for Excellence in Research. Two years after, another faculty was presented an award by the American Psychological Association for outstanding scholarship. In 2003, one faculty member received one of the six *Presidential Research Awards* that are given to UOG faculty annually. Her research was on critical thinking and diversity. In 2004, a faculty member from the P.E. Program garnered the Dance Scholar/Artist Award by the National Dance Association for the American Alliance for Health, P.E. Recreation and Dance. Recently, a faculty received the *Excellence in Research Award*, during the Charter Day Celebration for 2006.

### **5.4 Modeling Best Professional Practices in Service**

#### **What types of service are expected as part of the institution and unit's mission?**

Service is a key component of the university's mission. It is one of the three areas where faculty members are evaluated for reappointment, promotion and tenure. Service involves engagement in university, college and school activities as well as involvement in a variety of work with the community.

Most faculty members are involved in university committees, such as: Promotion and Tenure, Faculty Election Commission, Academic Committee on Research, and the Library and Technical Support Committee. Everyone in the School of Education is a member of one or more of the following SOE Committees: Admissions Committee, Curriculum Committee, Advisement Committee, and the NCATE Standards Committee. SOE faculty members are very active in University governance with five associate professors having served on the Faculty Senate and three as chairs of key committees such as the Academic Affairs Committee and the Academic Committee on Graduate Curricula.

#### **How are faculty members involved in professional associations, P-12 schools, the community, and internationally?**

SOE faculty members are involved in various professional associations that contribute to the advancement of professional practices in their disciplines. They are members of 20 different professional associations. Participation in local chapters of these associations as well as participation in national or regional organizations include assistance in organizing workshops and seminars, chairing of meetings and seminar sessions and serving as board members. Faculty involvement in these associations is discussed in detail in the various faculty portfolios.

SOE faculty members are also involved in service to the professional community. They provide in-service workshops to elementary and secondary schools that request for their services. They also serve as judges in science fairs, resource persons in education fairs, facilitators in summer camps, hosts of educational events and talk shows, such as the Chalk Talk radio program, and

advisers to professional organizations, such as ACEI Guam Chapter and FEGA (Future Educators of Guam Association). One of the advisers received an award for excellence in service. This same faculty has been the recipient of Excellence in Service Award for two years, 2000 and 2003. Another SOE faculty received the Guam Humanities Council Award in 2003. In the same year, the National Dance Association awarded its Excellence in Service Award to an SOE P.E. Program Faculty.

Some SOE faculty coordinate service learning activities for the teacher candidates. Service learning activities are carried out with pre-school and elementary school children in two GPSS schools. The Saturday Science and Social Studies Camps are organized by one elementary school to assist their students learn science and social studies that are not fully covered during the instructional days because of the island-wide implementation of Direct Instruction in the GPSS schools. The same holds true with the early childhood education. One school sought the help of the Early Childhood Program to conduct sessions with their pre-school children through Saturday classes. These classes became the service learning component of two courses in SOE.

SOE faculty members do not only conduct workshops and seminars. They also organize them for the professional community. For example, a SPED faculty has organized 16 workshops, training sessions and forums; an Early Childhood Education faculty has organized mini conferences and the “Week of the Classroom Teacher” every year for a dozen years; two Elementary Education Faculty have organized several workshops for DCESL (Dual Certification in English as a Second Language), and a group of faculty has organized a number of technology workshops, including LiveText and Moodle.

The Unit’s service tradition extends to consultancy work where some faculty members get assigned to off-island duties for a limited period to use their expertise and experience in the international arena. One SOE faculty was on loan to the World Bank as Materials Development Specialist and Assessment Consultant. This World Bank assignment was for a limited period of two weeks twice a year for a period of two years (AY 2003-2005). Another SOE faculty was a consultant to the College of the Marshall Islands. She provided input on the deanship and acted as Dean of the College of Education for three months.

In addition, two SOE faculty members also serve as core faculty for the Guam CEDDERS (Center for Excellence in Developmental Disabilities: Education, Research and Service). One is a core faculty for research and dissemination and the other, a core faculty for interdisciplinary studies and services. One of these faculty members is very active with legislation for special needs children. Law 24-190 on Universal New Born Hearing Screening that was passed in 2004 is the responsibility of her group. In 2005, one of these two faculty members left SOE to assume the project director post in the Guam Public School System. However, the SOE has been able to retain the expertise of this person in the SPED Graduate Program as an adjunct faculty.



## **5.5 Collaboration**

**In what ways do professional education faculty members collaborate regularly and systematically with colleagues in the wider external environment to improve teaching, research, learning and candidate performance?**

SOE faculty members seek out collaboration to improve the quality of education for candidates. This collaboration is reflected in the establishment of the SOE Advisory Committee. The composition of this committee includes the Dean of CPS where the School of Education resides, SOE Administrative Officer, Accreditation and Special Projects Officer, NCATE Coordinator, YEC Director, Chairman of the Board of Regents, PDLLC Administrator, Guam GPSS Superintendent, GPSS Director of Research, Planning and Evaluation, GPSS Administrator of Personnel Services, GPSS Director of Curriculum and Instruction, GPSS Associate Superintendents, PTA GPSS Representative, Guam Legislature Representative, Guam Community College President, Representatives from the Private schools, Student Representatives, Representatives from the Regional Community Colleges, Superintendents of Guam Private Schools and the Senior Vice President of the University. The SOE Advisory Committee has provided a forum for the SOE faculty and the members of the professional community to engage in discussions about the Conceptual Framework and the scholarship of teaching and learning. The forum has served as a stimulus to further analysis of the SOE curriculum by program faculty.

There is also collaboration between SOE and the Faculty Senate Standing Committee on Evaluation and the Standing Committee on Faculty Excellence. The SOE faculty collaborating with the Committee on Evaluation is working on a learner-centered evaluation of teaching performance. The SOE is also collaborating with the Faculty Excellence Committee on matters pertaining to the celebration of the Faculty Development Day held annually. Six faculty members are involved in Project Hat'sa of the GPSS. This project concerns teacher enhancement and is funded by the U.S. federal government award to the GPSS. Also, four or five SOE faculty members are involved in the mentorship program, establishment of teacher standards, and assessment.

Another avenue for collaboration is CARE (Collaborative Agenda for Research in Education). CARE is an attempt to provide focus and coherence to SOE's research efforts in the area of teaching, learning and teacher education. Its purpose is to respond to important needs of the School of Education in the area of applied research:

1. need to build on-going research studies that address most pressing problems
2. need to generate synergy between SOE and its various partners in education (GPSS, schools, and other colleges)
3. need to focus on research with policy implications and/or with an intervention component so as to make a greater impact on schools

A group of SOE supervisors has started collaborative research with their student teachers and classroom supervisors in several cooperating schools. They are addressing such pressing concerns as the development of critical thinking, accommodation of diversity, and promotion of communication and active participation in the classroom.

Furthermore, the SOE carries out collaboration via partnership agreements/ memorandum of agreements developed between SOE and its partners – GPSS, DODEA, GCC, Saipan Public School System, and the regional community colleges (NMC, PCC, COM-FSM) within IDP. The Individualized Degree Plan or IDP is an in-service degree conducted primarily off the University of Guam campus. It is made possible pursuant to contractual arrangements between the University and a Local Education Agency (LEA) in the Micronesian region. Academic control of the program is retained by the School of Education.

**In what ways do SOE faculty collaborate with Arts and Sciences Faculty and other colleges?**

SOE faculty also participates actively in collaborative work with other academic units on campus, including co-sponsoring and co-organizing regional conferences with the College of Liberal Arts and Social Sciences (CLASS), such as the Regional Language Conference held annually, co-organizing science education courses for in-service teachers with the College of Natural and Applied Sciences (CNAS), and grant writing with the School of Business and CLASS for the GEARUP grant application. Book and research projects with CLASS, secondary program reviews with CNAS and CLASS are likewise being carried out.

The aims of these collaborations are enhancement of teaching, promotion of research that is meant to improve the teaching-learning process, and the overall improvement of candidates' learning.

**5.6 Unit Evaluation of Professional Education Faculty Performance**

**How does the unit conduct systematic and comprehensive evaluations of faculty performance?**

Based on UOG's Comprehensive Faculty Evaluation System (CFES), systematic and regular evaluations are conducted by the Dean or Dean's designee (Executive Director). The Dean conducts an interview with each faculty member, by appointment, sometime during the last two weeks of the academic year. At each interview session, a review of the faculty's professional goals and the plans to carry them out is conducted. These goals and plans of action by faculty are submitted at the beginning of the year.

The extent of faculty accomplishments after one year is evaluated. Areas of strength and areas of perceived weakness are determined. Recommendations for improvement (e.g. greater productivity in terms of research, publications, and active participation in service learning endeavors) are arrived at collaboratively.

For faculty seeking reappointment, the unit forms an evaluation committee composed of one member from the faculty's division elected by the division faculty, one member from any division selected by the faculty himself/herself, and a chair of the evaluation committee selected by the aforementioned members. The recommendation of the evaluation committee is forwarded to the Dean who reviews the faculty evaluation and makes his recommendation to the Senior Vice President of the University.

For faculty members applying for promotion and tenure, the guidelines set forth in the *BOR Agreement* are strictly followed (*BOR Handbook*). The faculty member notifies the Dean of his/her application and the latter provides a letter of recommendation to the University's Promotion and Tenure Committee.

Faculty effectiveness is also systematically evaluated in the following:

1. Through the teacher candidates' course evaluations conducted every semester
2. Through an exit survey on program effectiveness
3. Through feedback from the employers' survey

The first one provides direct evidence of faculty performance in teaching while the last two represent indirect measures of faculty's involvement in program effectiveness.

### **How are evaluations of professional education faculty members used to improve teaching, scholarship and service?**

Results of faculty evaluations by the teacher candidates are used by the Dean and Executive Director to discuss with individual faculty members their strengths and weaknesses. The purpose of this one-to-one discussion is to help the faculty member devise instructional plans to make needed improvements. The Administrative Chair monitors these plans.

Results of the exit survey regarding the candidates' performance of the institutional standards in the SOE Conceptual Framework are discussed at the program level. Program faculty discuss the strengths of their program and the areas that need further improvement. The results are used in the program review process and in generating changes in the course offerings (e.g. more time for the content of science and math in the elementary school; thus a separation of the integrated science and math course was approved as a substantive change in the program).

Feedback from employers' surveys are also utilized to document best practices in the schools as well as those aspects of classroom instruction that need more attention in the teacher preparation program (e.g. classroom management was rated lowest by school principals; thus an elective course on solving discipline problems was recommended as a new requirement).

### **5.7 Unit facilitation of Professional Development**

#### **How does the unit provide opportunities for faculty members to develop new knowledge and skills, especially as they use the institutional standards in the SOE Conceptual Framework, performance assessment, diversity, technology, and emerging practices?**

The School of Education sponsors periodic retreats for faculty to discuss the knowledge, skills and dispositions embodied in the Conceptual Framework and how they can be developed in the courses. Follow-up meetings at the program level on syllabi revisions to incorporate the institutional standards of the SOE Conceptual Framework and their alignment with program standards were conducted. The Unit also conducts meetings with faculty from other colleges to discuss the institutional standards in the SOE Conceptual Framework.

The policies and practices in SOE encourage faculty to be proactive in professional development. For example, financial assistance is available for faculty to attend at least one annual conference to enhance their knowledge and skills and keep abreast of emerging practices in their fields. Travel to attend conferences is supported financially by university funds and other donors, such as the Continental Micronesia Airlines. The Dean endorses faculty applications for these travel grants.

The Dean also sends announcements via e-mail to all SOE faculty of grant opportunities. He forms teams of interested faculty members to start writing grant proposals and assists these teams through his editorial advisement.

The SOE Executive Director regularly communicates with faculty in the unit about local workshops and seminars, and other events of potential interest to teacher educators. She encourages faculty to conduct workshops on current trends, particularly the use of computers in teaching and assessment. An example is the Live Text Workshop which she coordinates personally. Moodle training for all SOE faculty is currently being conducted by the Instructional Technology faculty. The LiveText coordinator, a faculty member, is providing training on the use of this software for both faculty and students,

Within the School, there are seminars and workshops for faculty initiated by some SOE faculty themselves. An example is the Student Teaching Seminars that are open to everybody – UOG supervisors, cooperating teachers in the schools, teacher candidates and program faculty. These seminars involve faculty in professional development in two ways: (1) as resource speakers, they provide teacher candidates and their supervisors with current information on pedagogy and assessment, or (2) as participant observers, they interact with the speakers and audience; thus enriching their perspectives of teaching and learning. Topics in these student teaching seminars that are spread throughout the semester include:

1. Accommodating diversity in the classroom
2. Performance assessments of products and process (portfolio assessment, rubrics for lesson planning and lesson delivery, INTASC assessment rubrics)
3. Impact on student learning
4. Benchmark conferences

Release time for research is also available. An FTE of 0.25 may be allocated to faculty who is interested in doing research that would benefit the School in general, and the faculty's Program in particular.

### **Does the unit provide professional development based on evaluation?**

The results of faculty evaluation by the Dean and the SOE Executive Director have indicated a need to provide professional development in the area of research. Release time for research is made available by the Dean for those faculty members who need to carry out research for their promotion and tenure. An FTE of 0.25 may be allocated to faculty member who is interested in conducting research that would benefit the School in general, and the faculty's Program in particular.

Sabbatical leave is also available to work on a project, enhance competency as a scholar or pursue a terminal degree in a related field of study. From 2001 to the present date, two SOE faculty members have availed of this professional development opportunity.

### **Summary**

The success of any teacher education program lies in the qualifications, performance and development of its faculty. The School of Education of the University of Guam has five undergraduate programs, an M.Ed. program with different specializations. These programs are supported by knowledgeable faculty who have many years of teaching experience in their fields, are high performing as evidenced by their assessments of instruction, scholarship and service, and are deeply committed to the institution's mission and student learning. They model best professional practices and collaborate with their colleagues in the professional community. Their accomplishments are partly attributed to the unit that continuously assesses its performance and provides feedback for improvement and a good support structure for professional development.

## STANDARD 6. UNIT GOVERNANCE and RESOURCES

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.

### 6.1. Unit Leadership and Authority.

### 6.2. Unit Budget

### 6.3 Personnel

### 6.4 Unit Facilities

### 6.5 Unit Resources including Technology

### **Introduction**

The university significantly reshaped its academic organizational structure in 2003. Five colleges became three and three deans were hired to lead the new colleges: the Colleges of Liberal Arts and Social Sciences, the College of Natural and Applied Sciences, and the College of Professional Studies. The latter college consists of three professional schools, the School of Education (NCATE candidate), the School of Nursing, Social Work and Health Sciences, and the School of Business and Public Administration. After a national search, Dr. Sheying Chen was appointed Dean of the College of Professional Studies in July 2004. He has subsequently resigned (July 2006) and an Acting Dean has been appointed for the interim until a search is concluded. While located in the School of Education, educator preparation represents a collaborative effort throughout the University of Guam involving the College of Liberal and Social Science (CLASS) and the College of Applied and Natural Sciences (CNAS) (UOG organizational chart).

Today, guided by a Conceptual Framework that embodies SOE's vision that its graduates emerge as *knowledgeable scholars* who are able to *effectively communicate* the knowledge they gain from various general education, foundation and specialty courses to students in the schools, and as *reflective decision-makers* who are accountable for the learning of *all* students, SOE continues to prepare candidates who are advocates for *all* learners. The ability of SOE to fulfill its mission is dependent upon its capacity to prepare candidates to meet professional, national, and institutional standards. This is not easily accomplished in a region where widespread teacher vacancies create opportunities for individuals to teach without completing degrees in any area or for college graduates to short cut completing teacher education requirements.

### **6.1: Unit Leadership and Authority.**

#### **How does the unit provide the leadership for effectively coordinating and managing all programs for the preparation of educators?**

The authority for the preparation of teachers and other professional educators is vested in the School of Education by the President and by the Board of Regents. Both are highly committed to the mission of the SOE. As indicated in the SOE Organizational Chart, the Dean of the College of Professional Studies is the chief academic and fiscal officer responsible for the

academic, fiscal, and administrative health of the unit. He reports directly to the Senior Vice President of Academic and Student Affairs. The Dean's authority is outlined in the position description ([HRO](#)). Two operative divisions of SOE, the Teacher Education and Public Services (TEPS) and the Foundations, Educational Research and Human Services (FERHS), make up the School of Education. These divisions meet monthly to conduct academic work associated with curriculum development and operational problem solving. Currently, two major faculty subcommittees representing the two SOE divisions help address two key components of Admissions and Curriculum. Two division representatives serve as the elected representative of the Unit Faculty, representing the ideas, needs and recommendations of the Unit to the Dean (and/or the appropriate Administrator) and convey information and requirements from the Dean (and/or appropriate Administrator), to faculty in each division (insert electronic hyperlink to p. 11 *Board-Faculty Union Agreement*). These representatives serve on the College of Professional Studies (CPS) Academic Affairs Committee (AAC). An Executive Director, who reports directly to the Dean, is responsible for facilitating administrative tasks between the faculty and the Dean, including assisting the Dean with faculty performance reviews. Executive Directors from the three schools in CPS meet weekly with the Dean to discuss significant issues and carry out operational problem solving within their respective schools.

The primary responsibility for ensuring that candidates meet Specialized Professional Association (SPA) and institutional standards rests with the units and the specific programs. The following undergraduate academic programs are housed within SOE: Bachelor of Arts Degree in 1) Early Childhood/Elementary Education, 2) Elementary Education, 3) Elementary Education with Chamorro Language & Culture Teaching Specialty, 4) Second Language/Elementary Education, 5) Secondary Education, 6) Special Education, and 7) Physical Education, PK-12.

Graduate programs include Masters of Education in 1) Administration and Supervision, 2) Language and Literacy, 3) Secondary Education, and 4) Special Education. ([UOG website](#)) Each program has a Program Coordinator responsible for management of the program. The Coordinators work with program faculty to establish admission criteria, policies for monitoring candidate progress at each decision point, curricular requirements aligned with professional standards, field placement and supervision policies, as well as assessment of candidate proficiencies, including portfolios and performance in field experiences.

Comprehensive information about undergraduate and graduate admission requirements and policies is printed in the University of Guam undergraduate catalog and *Graduate Bulletin*. Decisions about existing programs, courses, and curricular policies originate from the faculty through SOE Curriculum Committee to the faculty of SOE as a whole to the CPS Academic Affairs Committee (AAC) (insert electronic hyperlink to AAC By-Laws and minutes) and respective University-wide undergraduate and graduate committees, as required. The AAC ensures collaboration between the School of Education and other Schools in CPS. The CPS Dean, the Executive Directors and all Unit Representatives in the College comprise the Committee. AAC members may authorize additional members by majority vote (p. 70 *Board-Faculty Union Agreement*). Comprehensive reviews of new and ongoing programs are conducted every five years at the college level by each program overseen by the appropriate University-wide review committee with final endorsement from the Faculty Senate and the Senior Vice President.

### **How does the Unit deliver off-campus and Distance Education programs?**

SOE has only one authorized off-island degree program, the Individualized Degree Program (IDP) offered throughout the Micronesian region although two others are anticipated. The IDP provides opportunities for in-service teachers from the Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, and the Commonwealth of the Northern Mariana Island to complete education degrees at the University of Guam. Faculty is proposing a new off-campus degree program for pre-service teachers from the region. It is still in the approval process.

The second degree program proposed focuses on the need for trained counselors. There are several off-site sets of courses that are not degree programs and have been specifically designed to meet a need: a set of Education Supervision and Administration courses offered in Saipan for principals and school administrators; and a set of courses in education offered by distance education methods, funded by a grant and available for teachers wishing professional development. These are offered in conjunction with the Professional Development and Lifelong Learning Center (*PDLLC*). The Professional Development and Lifelong Learning Center provides quality education, technical, professional, and public services to the regional communities and beyond in support of the University of Guam's mission of excellence.

### **Are academic calendars, catalogs, publications, grading policies, and advertising accurate and current?**

The academic calendar is published by the University and is communicated via the UOG website as well as in the Course Schedules that are published during prior to pre-registration and registration periods in the *Pacific Daily News*, Guam's largest daily newspaper. The University of Guam undergraduate and graduate catalogs are published yearly in late summer. They reflect the most current approved School of Education program requirements, course descriptions, and grading policies. The UOG website also contains the same information. UOG has produced a series of print and non-print advertisements promoting the university and its different programs. The most striking aspect of these advertisements is the showcasing of student perceptions about their respective programs.

The College of Professional Studies web site has been updated to provide current information about the School of Education Unit, including undergraduate and graduate programs, scholarships and recruitment, research initiatives, administration and faculty, as well as other topics that are pertinent to students, faculty, staff, and graduates (*uog web site*). Additionally, academic calendars, catalogs, and publications that describe all of the colleges and programs at the University of Guam are available at each individual college/school and at the Office of the Registrar. A new SOE website and newsletter provides an informative view of current programs and events for university community, the Guam community, the region, the SOE Advisory Council, and teaching professionals, as well as current and future teacher candidates. The newsletter also serves as a recruitment strategy. Additionally, a new SOE brochure is now available to prospective recruits.

Grading policies for teacher candidates in the School of Education are explained in the UOG Catalog and on the website. Grading policies for specific courses are explained in each course syllabus. (*syllabi*)



**Are recruiting and admissions practices described clearly and consistently in publications and catalogs?**

Recruitment and admission practices are clearly described in a variety of publications and catalogs. Comprehensive information about undergraduate and graduate admission requirements and policies, printed in the university web site (insert electronic hyperlink to website) includes links to financial aid options and student scholarship information. The School makes every effort to ensure that catalogs, calendars, publications, and policies are accurate and current. Efforts to recruit undergraduate students are coordinated through collaborative efforts with Project GEAR-UP (*GEAR-UP inserts in UOG website*) and the *Yamashita Educator Corps*. The new SOE brochure now provides another recruitment tool. Efforts are under way to develop a team comprised of SOE faculty who will be responsible for developing recruitment materials for advertisement and distribution and visiting the island schools for the purpose of recruitment. With regards to graduate programs, program faculty is responsible for developing and coordinating communications between the School and potential graduate students. Recruitment for off-campus and professional education courses is primarily handled through the university's *Professional Development and LifeLong Learning* unit.

**How does the unit ensure that candidates have access to student services such as advising and counseling?**

At the initial level, UOG undergraduate students, including prospective teacher candidates, receive advisement by the general faculty until they declare a major. Once the major is declared, the faculty in the major field of study advise both the declared majors and those accepted as advanced-level professional teacher candidates. Programs maintain their own advising practices appropriate to the differences within each separate major. However, there is no mechanism for flagging teacher candidate enrollments to require student advisement.

The university's Student Counseling Services provides professional services to help students with personal difficulties or learning problems that interfere with their ability to gain maximum benefit from educational experience (*UOG web site*). UOG students may use WebAdvisor to check their grades, enrollment and schedules. UOG faculty may also check on students via the WebAdvisor or through direct linkage with the teacher candidate's transcript evaluation using the Colleague system. The Colleague system transcript evaluation provides not only the courses that a particular teacher candidate has taken but also his/her overall GPA and GPA in the major.

**How do the unit and other faculty collaborate with P-12 practitioners in program design, delivery, and evaluation of the unit and its programs?**

Collaboration with members of the professional community is a high priority as SOE strives to have a positive effect on learning in P-12 settings. A group for accomplishing collaboration is the SOE Advisory Council comprised of selected, College administrators and faculty, teacher candidates, practicing educators, administrators from public and private schools, and legislators. The Council meets each semester for discussion of issues impacting the status and quality of PK-12 education and educator preparation on the island (*Advisory Council*). The purpose of the Advisory Council is to provide ongoing feedback to SOE and the Dean and to make known opportunities for collaboration in concurrent renewal efforts in education. Field experiences, student teaching, and internship partnerships with public and private schools, as well as

initiatives with schools and other organizations offer faculty additional access to the wisdom of professional practice in PK-12 settings.

The SOE Dean and executive director are members of the Symposium for Education, organized by the Governor of Guam, the Honorable Felix Camacho, in collaboration with the current Superintendent of Public Schools, Mr. Juan Flores. The charge of the symposium is to lay the groundwork for the island community's call to meet education reform goals.

**How are colleagues in other units at the institution involved in the preparation of professional educators, school?**

As the oldest and largest of the three CPS schools, SOE's leadership in the preparation of professional educators and school personnel has long been recognized throughout the University and the community. 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 (insert electronic hyperlinks to leadership documents). Furthermore, there is regular collaboration with CLASS faculty with regard to the general education and discipline-based preparation of baccalaureate-level candidates in the education programs [insert electronic hyperlink to General Education Committee minutes; documentation of meeting with CLASS AAC; PowerPoint handouts, email correspondence with Dean Mary Spencer (CLASS); and with the College of Natural and Applied Sciences (CNAS).

**How does the unit provide professional development on effective teaching for faculty in other units of the institution?**

The SOE faculty share expertise in teaching and learning across the university during the annual Faculty Development Day workshops, UOG Annual Regional Language Arts Conference and the annual CLASS Research Symposium (*PP presentations, flyers, faculty questionnaires*). The SOE faculty conducted a *presentation, Linking Assessment with Technology*, at the Faculty Development Day during Spring 2004. Other presentation offerings at this event by the SOE faculty also included a *session on rubrics* as a form of assessment. At the 2006 Faculty Development Day, SOE faculty who have received Faculty Travel Awards presented their research that had been earlier presented during these off-island conferences. Tapping SOE faculty expertise, university-wide committees invite SOE faculty to present workshops on assessment and other issues pertinent to teacher education.

**6.2. Unit Budget**

**Does the Unit have sufficient budgetary allocations at least proportional to other units?**

During the reorganization of the University of Guam, three relatively equal sized Colleges emerged. The budgets involving faculty and benefits as well as operational needs are now relatively equal in size. (*University faculty FTE*) The School of Education receives its fair share of budget among the schools and colleges of the University of Guam. (*University and College budget information*). The budget allocated for salaries, supplies, and equipment for the past three years of our current organizational pattern indicates a pattern of equivalency among the three schools within the College of Professional Studies (CPS) (Link to UOG Budget and CPS budgets). However, the budget does not indicate the special funds that have been allocated by the Senior Vice President of Academic and Student Affairs for the specific purpose of supporting

SOE's efforts preparing for specialized national recognition and unit accreditation. The budget also does not indicate funds used for SOE from non-appropriated funds. (*assessment workshops,*

**Table:** Budget Comparisons of Units within the College of Professional Studies

School	Object Category	2004	2005	2006
SOE	Salary/Benefits	\$1,422,124.47	\$1,485,871.60	\$1,617,794.00
SNSWHS	Salary/Benefits	\$964,467.25	\$804,807.29	\$829,132.00
SBPA	Salary/Benefits	\$1,210,695.98	\$1,197,947.50	\$1,356,290.00
SOE	Contractual	\$25,893.66	\$13,936.66	\$20,666.66
SNSWHS	Contractual	\$25,893.66	\$13,936.66	\$20,666.66
SBPA	Contractual	\$25,893.66	\$13,936.66	\$20,666.66
SOE	Supplies	\$8,436.89	\$11,450.86	\$12,803.66
SNSWHS	Supplies	\$8,436.89	\$11,450.86	\$12,803.66
SBPA	Supplies	\$8,436.89	\$11,450.86	\$12,803.66

Over the past several years, the Senior Vice President of Academic Affairs has generously supported our requests for inservice, professional development, materials, as well as support related to NCATE accreditation including faculty retreats and special stipends for writers. Additional support has included release time for chairs of standards committees, program coordinators writing SPA reports, and Institutional Report writers. This is at a time when the budget is constrained overall by cash flow issues related to the Government of Guam General Fund from which we receive much of our funding. The budget does not reflect the capital outlay needed to repair the building and other facilities including poor construction choices, refitting of facilities, and expected wear and tear. It also does not reflect money received from FEMA for typhoon damage sustained to buildings. Air Conditioning has been upgraded within the SOE building recently. These items are part of the capital outlay budget of the University.

**How adequately does the unit's budget cover both on-campus and field/clinical work necessary to prepare teachers and other school professionals?**

Cooperating Teacher Stipends have remained static for a number of years at \$300 per Classroom Supervisor. Retaining and recruiting cooperating teachers is not linked to these stipends. The willingness of professionals to step up to help train the next generation of teachers is impressive and meets our needs. However, the SOE faculty needs to reexamine the adequacy of the Cooperating Teacher Stipends because it was an internal decision by SOE faculty to retain the current stipend.

In 2004-5 the Gear-Up Program associated with the School of Education received a grant to provide a computer lab in a classroom on the second floor of the School of Education. Under this grant, computer desks, UPS, software, desktop computers, and printers were installed in Spring 2005. This equipment and software makes possible new options to faculty and students as well as to potential SOE students enrolled in the Gear-up program. This is a basic PC lab with internet. However, it has no intermediate or advanced instructional software or media capabilities. Additionally, a number of laptop computers were provided for use by faculty or within the classrooms. Under this same grant, new television/video/DVD monitors were purchased and installed in the first floor classrooms. The availability of TV monitors in all classrooms allows faculty to avoid moving carts through the halls and the need for extra storage areas.

Another technology lab that is used for instruction is quickly becoming outdated. It consists of mostly iMac computers that were purchased 5-6 years ago. They are currently working using a version of operating system 9. The core course that makes use of this lab provides students with an understanding of how to use technology within education (ED451). A budget for the iMac lab upgrades has been submitted to the Administration but has not be finalized.

Budgeted funds for instructional materials for courses such as science/math education classes, fine arts education, and computer classes are available to faculty. Some faculty have experienced procedural difficulty in requesting these supplies. Other courses on campus in other schools have instituted course fees when unusual supplies/consumables are needed. This needs to be discussed further for SOE. Physical Education courses have adequate course fees that provide supplies and materials. However, because of cash flow difficulties experienced by UOG, accessing these course fee budgets are sometimes difficult.

Graduate faculty speaks of the need for graduate student assistantships that will facilitate collaborative research and support graduate programs.

### **6.3 Personnel**

**Do workloads allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools and services?**

Workload policies are *clearly described in the Board- Faculty Union Agreement*, has limited faculty workloads to the standard of 12 credit hours across the board per semester. Documented evidence of faculty activities are recorded on SOE faculty loadsheets provided by individual faculty and approved by SOE Executive Director and the Dean of the College of Professional Studies (*load sheets*). The Academic Chair as well as the Dean of the College in conjunction with the individual faculty member negotiates load allocations so that time can be spent on service on and off campus, teaching, as well as scholarly and applied research, as well as collaboration with the public schools. Additionally, the engagement of faculty in these endeavors is also recorded in the yearly Comprehensive Faculty Evaluation System (CFES), which serves as an annual plan and evaluative instrument.

**Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching.**

School of Education faculty is not assigned the responsibility of being solely undergraduate or graduate faculty. Graduate School policy requires that faculty desiring to teach graduate courses update their application every 3 years and receive approval from the Academic Committee on Graduate Curricula (ACGC). In general, faculty loads are based upon an FTE of 12 hours of teaching. The *Board-Faculty Union Agreement* does not distinguish between graduate or undergraduate load limitations or allocations. Other service, research, teaching is negotiated based upon this model, i.e. chairpersons of Senate and academic committees receive .25 load allocation for their work each semester. The Faculty Union did not advocate for lower graduate teaching loads in its contract negotiations in 2003. Very few of the UOG faculty members actually teach exclusively graduate loads.

**Supervision of clinical practices does not generally exceed 18 candidates for each full-time equivalent faculty member.**

Supervision of clinical practice includes student teaching, student teaching internship, Special Education diagnostic practicum, and methods practicum. Full-time equivalent faculty members typically average 4 students in one clinical practice course. Few full-time faculty members exclusively serve as clinical practice supervisors. Other field experiences within specialized programs are supervised using different models according to the FTE of the experience and the extent to which teacher candidates are engaged. In general, these field experiences reflect time spent in the schools with cooperating clinicians and minor supervision by faculty members.

**Do programs make appropriate use of full-time, part-time and clinical faculty as well as graduate assistants so that program coherence and integrity are assured?**

Coherence and integrity are assured in SOE's system of utilizing full-time and part-time faculty. Priority course loads are assigned to all full-time faculty who serve as teaching faculty, university supervisors, and clinical faculty. Part-time faculty is hired contractually to assist with required education courses when the full-time faculty is not able to meet the need. Usually, part-time faculty is recruited from retired SOE faculty so that coherence and integrity of the program is not an issue. Some programs do hire other part-time faculty to deliver specific course offerings. When this is the case, these are usually current or retired teachers or administrators in the community who are well connected with the specific program for which they teach. Adjunct faculty members are recruited from a list of interested individuals who are approved by the faculty of the program and meet appropriate education and experience criteria. A list of appropriate candidates for adjunct faculty positions is provided to the Academic Chair who forwards recommendations to the Dean for approval.

The program coordinators, the Fieldwork Coordinator, and the school administrator recruit clinical faculty in the schools cooperatively. This is to make sure that the cooperating teacher/classroom supervisor meets program, school, and university requirements for clinical faculty. This means that the individual has completed at least 3 years of teaching within the discipline. In some cases this means that the individual has completed a supervision course

within the discipline. In some school settings, administrators also want teachers to have a minimum number of years teaching within that school setting.

The School of Education does not have any graduate assistantships assigned to it at this time. Most of our graduate candidates are full-time teachers and administrators, which makes them unavailable to us for teaching purposes.

**Does the Unit have an adequate number of support personnel so that programs can prepare candidates to meet standards?**

Presently, the School of Education has two Word Processing (WP/II) Secretaries and one Program Coordinator I position, as well as an Administrative Assistant. WP/II secretaries assist faculty in the two divisions of TEPS and FERHS as well as operational activities such as application to teacher candidacy and student teaching/internship (A ratio of 1: 10-12). The Program Coordinator I assists the School of Education individual degree program (IDP) students from the various Micronesian Islands. The Administrative Assistant assists the Academic Chair, prepares employment forms, prepares purchase orders, and tracks the budget expenditures. The School of Education has a NCATE Document Room Coordinator who works closely with the NCATE Coordinator and the IR writing team. Additionally, SOE has between 10-20 work study students assigned to it for clerical and technology needs.

**Does the Unit provide adequate resources and opportunities for professional development of faculty, including training in the use of technology?**

Three university-wide opportunities for professional development are provided through the Faculty Travel Grant, the Continental Travel Endowment, and small research grants. Additionally, faculty members are encouraged to apply for the Fulbright Scholar Program. Also, faculty may apply for sabbatical every six years.

Faculty within the School of Education may apply quarterly for University Travel Grants and the Continental Travel Endowment. These awards are available for faculty traveling to present professional papers or attend professional conferences on the U.S. mainland, Europe, and in Asia. They are a popular source of funding for SOE faculty.

Additionally professional development opportunities are encouraged and supported by the Dean of the College of Professional Studies. The School of Education's budget allocates funds for professional development and with the approval of the dean, funds can be utilized to support SOE faculty development. The Dean of the College of Professional Studies has funds to support additional Professional Development for those who do not qualify for funding or whose need additional funds for travel, housing, or registration. (*Faculty and funds for Professional Development*)

A number of SOE faculty members have been awarded these funds based upon their applications. Normally faculty must use some personal funds to support professional development beyond what the College or University provides because of the great distance between Guam, the US mainland or Europe. Faculty more often participate in conferences in

Asia because they are generally less costly and travel less strenuous, as well as requiring fewer days away from classes.

Research grants provide another means to fund professional development. While in the last few years these have not been awarded, new rules and regulations are currently being developed. According to the Senior Vice President, these funds will be awarded in the near future.

The Faculty Senate presents the annual Faculty Development Day with nationally and regionally noted guest keynote speakers and additional presenters. Further, the College of Arts and Social Sciences (CLASS) annually presents the Annual Charter Day College of Liberal Arts and Social Sciences Research Symposium. Additionally, SOE organizes the annual Regional Language Arts Conference each year in November. These attract faculty and regional presenters. Teachers and administrators as well as students attend to develop new skills as well as to link professionally with faculty across the campus. (*announcements and/or programs*)

At the local level, open invitations from various government agencies to participate in workshops, seminars and conferences offered by visiting consultants are available to UOG or to the larger Guam community.

Faculty from SOE conducted a *presentation*, Linking Assessment with Technology, at the Faculty Development Day during spring 2003. Among other presentations and offerings by SOE faculty, was a session on “Using Rubrics as a Form of Program Assessment”.

The Dean of the School of Education supports faculty who wish to attend conferences or present papers at professional meetings by providing generous leave time. Faculty providing their own funding are supported in their professional activity.

In preparation for NCATE accreditation, the School of Education faculty is actively involved in technology training for classroom enhancement and for student and program recordkeeping. Consultants such as the Pacific Resources for Education and Learning (PREL) have provided technology training in the use of programs such as LiveText and Blackboard. Further training by a consultant occurred during February 2005 for both faculty and students for implementation of Live Text in key courses[ED110, ED192, ED451]. A full-time faculty member and an adjunct continue to offer faculty classes in Live Text as well as to individually assist faculty who are implementing it. New training during 2005 and 2006 focused upon learning Moodle for implementation of hybrid courses and preparation for distance learning opportunities (*list of faculty, staff, and adjuncts, faculty development awards for the last three years, list of faculty taking sabbatical leave*)

#### **6.4 Unit Facilities**

**Does the Unit have adequate campus and school facilities to support candidates in meeting standards?**

The University of Guam campus has the potential for adequately supporting candidates in meeting standards. Most areas of the curriculum are well supported by the current facilities. The

current School of Education building was well designed for classroom and office needs at the time of its construction. However, sufficient storage space was not planned into the building.

With the addition of physical education into the School of Education, new concerns were addressed. Prior to mid-September 2004 physical education had classrooms and a large dance studio/multi-purpose room in the field house. These spaces were converted into Student Services facilities because of the demolition of two campus buildings for a building project slated for 2-3 year duration. A recent solution that meets most of the needs of the physical education major program required refitting of existing poorly utilized space in the Field House into a new physical education movement studio for major theory courses and non-major activity classes and, removing walls of a number of vacant offices in the Field House to form a triangular classroom with an auxiliary office and lockable technology storage for use for in theory classes. Both of these projects received special funding through a number of on-campus sources including the Dean of CPS and the existing Maintenance budget.

Current SOE classroom shortages take place during the 3pm to 5 pm time period. By cooperating with other Colleges and Schools on campus, additional courses for this time period can be scheduled elsewhere on campus but require faculty to arrange for more portable equipment for teaching. Additionally, improved scheduling is being addressed to utilize classrooms when vacant rather than stacking up classes during the 2- 5pm time period.

Of importance to faculty and students alike is adequate building maintenance. While attention to the air conditioning system has been given priority in the last several years, problems stemming from poor construction decisions cause continual uneven air circulation difficulties throughout the SOE building.

### **How do the Unit's facilities support faculty and candidate's use of information technology in instruction?**

A Computer Center is available to all UOG students. It includes both Macintosh and PC formats computers. It is open throughout the day and the evening for students to use for classwork. Staff provides assistance to those who have questions, lose data, etc.

Other computer labs located in the various Professional Schools and Colleges are also available. Internet access allows candidates to enhance their learning and provide well –developed, rich instructional presentations. The RFK Library also has Internet access.

School of Education students have access to the first floor computer laboratory located in our building. The lab is a place for classroom instruction for required technology courses and then is kept open for independent student use. The new Gear-Up computer Lab (SOE second floor) provides additional resources to faculty but at this time is not available for independent use by students.

Classroom instruction for education courses is primarily held in the School of Education building. The building is equipped with wireless technology. The majority of classrooms are equipped with television, VCR, DVD players and projector screens. Faculty and teacher candidates can schedule additional technology equipment including lap top computers and LCD



projectors. The University Library and the Audio/Visual Technology facilities also provide additional technology resources to students and faculty including support with website building, tape dubbing, equipment repair, loan of video and audio equipment and tape/DVD, and AV room reservations.

The Yamashita Educator Corps, the scholarship office for teacher candidates, located within the School of Education assists recipients with technology equipment and space for meetings and preparation of classroom presentations. The Teaching Physical Education, PK-12 program has video cameras and technology equipment for their majors.

Using college funds, all faculty who wanted new PC computers were provided with them in fall 2005. Several new LCD projectors purchased by the school extend the opportunity for the use of technology within classrooms. New faculty hired for teaching technology are also working to develop instructional carts that can be used within classrooms. These smart carts are being developed to include the new LCD projectors with former faculty ibooks to facilitate faculty and students in using technology within classes. (*list of facility*)

### **6.5 Unit Resources including Technology**

#### **Does the Unit allocate resources across programs to prepare candidates to meet standards for their fields?**

Faculty provides requested information about needed funds to strengthen their programs. In the past ten years funding for the University of Guam from the Government of Guam Legislature has been bare bones. Minimal funding has consistently provided necessary equipment, supplies and supplemental materials for classes across the Unit. Some faculty members do not feel well informed about the potential for other funding that may be available to enhance their programs. The physical education program uses Board of Regent approved course fees to fund equipment, supplies, and materials for classes and student use.

#### **Does the Unit have adequate resources to develop and implement the unit's assessment plan?**

Adequate resources exist for implementation of the unit's assessment plan. Planning the Unit's assessment required considerable faculty time and commitment. Now that the system is in place, full faculty cooperation is needed to fully implement the Unit's assessment plan. Much hinges upon the acceptance of the system by faculty and training of new faculty to use it. Filling current faculty vacancies with key replacements is needed to supplement and support faculty efforts in this endeavor. Three new recruits have already come aboard to assist in this effort. Several additional key searches for the 2006-2007 school year will be critical for advancing the assessment plan.

**Does the Unit have adequate information technology resources to support faculty and candidates?**

Funds are needed for maintenance and upgrading of technology equipment and programs in the technology lab currently used. The older technology lab in the School of Education needs an update with new iMac technology and associated software. A budget for this upgrade was submitted to the Administration for approval.

Additional LCD projectors were purchased in fall 2005 to encourage the use of instructional technology in class instruction and student presentations. The instructional smart carts will provide greater flexibility as they are placed into service during Fall 2006. Using college funds, all faculty who wanted new PC computers were provided with them in Fall 2005. Several new LCD projectors purchased by the school extend the opportunity for the use of technology within classrooms. New faculty hired for teaching technology are willing to develop instructional “smartcarts” that can be used within classrooms. These smartcarts require faculty to surrender their iBooks to incorporate with the new LCD projectors to facilitate the use of technology within classes by faculty and students. This project is proposed because the budget also has not been approved.

**Do faculty and candidates have access to both sufficient and current library and curricular resources and electronic information and are these holdings sufficient and current?**

The Robert F. Kennedy Library provides resources for faculty and students within SOE as well as the rest of the University. An interlibrary loan program is maintained for faculty and students. Usually within several days resources are available through this program. Electronic databases are available through the library. Over the past 2 years, the Main Library has expanded its holdings of many types of print materials as well as technology resources to assist student learning. The RFK Library has ample funds to buy resources for course support as well as supplemental materials. However, faculty must suggest the resources needed before any are purchased.

The RFK Library has an entire area reserved for SOE’s learning resource collection of curriculum materials, literature for P-12 students, sample Guam DOE textbooks, journals and more. The physical space and shelving is excellent but after several cycles of searching for a librarian for this area, the search has been abandoned. Originally, students in Early Childhood, Elementary, and ESL programs utilized the resources effectively. Now those in need of these resources can arrange with the librarian assigned part time to this area to assist in accessing these materials. The library holdings in this area need updating and enhancement to meet student needs.

Faculty must be creative about using resources that they do have to infuse technology into their courses, model low-tech use, and encourage teacher candidates to think about its use in their own teaching. This can be done with the resources we currently have.

Student teachers placed in the public schools may also use the GPSS Learning Resource Center. The Center provides video tapes, curricular materials, and laminating facilities.

## **Summary**

The professional education unit is the School of Education, which interacts with colleagues from other units in a collaborative manner to ensure that candidates meet standards. Members of the professional community participate in program design, implementation, and evaluation in formal and informal ways. The School of Education's budget compares favorably to the budget in the School of Business and Public Administration, and the School of Nursing, Social Work, and Health Sciences. The contractual workload of faculty is 12 credit hours per semester. The School of Education employed 21 full-time and 9 contractual faculty for teaching during the 2005-06 school year. The information technology resources of the School of Education are adequate to support faculty and candidates. Library and curricular resources are available to support programs.

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## Institutional Report Acronym

AAC = Academic Affairs Committee
ACGC = Academic Committee on Graduate Curricula
BOR = Board of Regents
CARE = Collaborative Agenda for Research in Education
DCELS = Dual Certification in English as a Second Language
CEDDERS = Center of Excellence in Developmental Disabilities Education, Research, and Service
CFES = Comprehensive Faculty Evaluation System
CLASS = College of Liberal Arts and Social Sciences
CMS = Course Management System
CNAS = College of Natural and Applied Sciences
COE = College of Education
COM-FSM = College of Micronesia- Federated States of Micronesia
CPS = College of Professional Studies
CR = Corrective Reading
CSWE = Council on Social Work Education
DI = Direct Instruction
DODEA = Department of Defense Education Activity
EC = Effective Communicator
EHDI = Early Hearing Detection and Intervention
FEGA = Future Educators of Guam Association
FERHS = Foundations, Educational Research and Human Services
FTE = Full Time Employment
GCC = Guam Community College
GEAR UP = Gaining Early Awareness and Reading for Undergraduate Programs
GEMS = Gearing Education for Maximum Service
GETEP = Guam Educators' Test of English Proficiency
GFT = Guam Federation of Teachers
GPSS = Guam Public School System
HATSA = To Raise/Lift
HOPE = Helping Others to Perform Effectively
IDP = Individualized Degree Plan
KS = Knowledgeable Scholar
LEA = Local Education Agency
LOTE = Languages other than English
NAEYC = National Association for Education of Young Children
MASCOT = Math and Science Conference on Technology
MLI = Micronesian Language Institute
MSW = Master in Social Work
NMC = Northern Marianas College
OSEP = Office of Special Education Programs
PCC = Palau Community College
PDLLC = Professional Development and Lifelong Learning Center
PDN = Pacific Daily News
PREL = Pacific Resources for Education and Learning
RD = Reflective Decision Maker
SBPA = School of Business and Public Administration
SNSWHS = School of Nursing, Social Work and Health Sciences
SOE = School of Education
SPA = Specialty Professional Associations
SPED = Special Education
TEPS = Teacher Education and Public Service
TRIO = Educational Talent Search, Student Support Services, Upward Bound
UOG = University of Guam
UPS = Universal Power Supply
UR = Unit Representative
WERI = Water and Environmental Research Institute
YEC = Yamashita Educator Corps