UNIVERSITY OF GUAM   **College of Professional Studies**
UNIBETSEDÅT GUAHAN   *School of Education*

REJOINDER

TO THE
NCATE BOARD OF EXAMINERS REPORT
INITIAL SITE VISIT, NOVEMBER 25-29, 2006

February 22, 2007

NCATE Unit Assessment Board
2010 Massachusetts Avenue NW
Suite 500 Washington DC 2003/1023

Dear Unit Assessment Board Members,

The School of Education in the College of Professional Studies at the University of Guam hosted an NCATE initial visit on November 24-29, 2006 and acknowledges receipt of the Board of Examiners Report on January 23, 2007. We appreciate the considerable time and effort devoted by the Board of Examiners Team members, chaired by Dr. Linda Bradley. The Team was very professional in its conduct of the review. We have prepared a rejoinder to the report and respectfully request that you consider the additional and clarifying information it provides when making your final determinations.

Sincerely yours,

Catherine Stoicovy, Ph.D.
Executive Director (Acting)
School of Education

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Areas for Improvement: Standard 1 pp. 19-20

New

1. (Initial and Advanced) Candidate performance assessments in some programs have not been aligned with the standards of specialized professional associations.

   Rationale: A significant number of programs that have not been nationally recognized by their respective SPAs were cited because their assessment instruments and rubrics were not aligned with SPA standards. In addition, advanced programs for teachers have not yet been aligned with the standards of the National Board for Professional Teaching Standards.

   Response: We feel that the BOE is justified in its statement that *a significant number of programs that have not been nationally recognized by their respective SPAs were cited because their assessment instruments and rubrics were not aligned with SPA standards.* These programs that did not get national recognition submitted their rejoinders in September 2006 to their respective SPAs addressing this particular concern (p. 21 IR paragraph 2). With regard to the statement, *In addition, advanced programs for teachers have not yet been aligned with the standards of the National Board for Professional Teaching Standards*, we respectfully request that you consider the following information in your final determination: 1) There has been some confusion as to the definition of an advanced teaching program. The NCATE handbook glossary (2002), defines advanced preparation as "Programs at post baccalaureate levels for the continuing education of teachers who have previously completed initial preparation or the preparation of other professional school personnel." Since our graduate level Secondary Education and Special Education programs do not require teachers to have previously completed initial preparation, nor do the programs provide first licensure, we initially did not consider these as advanced programs. It was not until Fall 2006 that we learned that NCATE expects all programs to contribute to the unit's meeting all six standards and that the two programs are indeed considered advanced programs. 2) We were not aware that in the absence of advanced program standards that we were to *align* the programs with the National Board for Professional Teacher Standards (NBPTS) as it was not explicitly stated as such in the handbook or in the unit standards. 3) Three advanced programs have prepared program reviews to meet SPA standards: TESOL, Language and Literacy, and Administration and Supervision. The SPA standards are indirectly aligned with NBPTS Standards. Our advanced programs are currently aligning all courses with the National Board (NBPTS) standards. Target date for completion of alignment is Spring 2007.

   External data on advanced programs available to the BOE team at the time of the visit provide evidence on the performance of our graduates. An employer survey administered in 2006 to eight Guam Public School System principals by the Administration and Supervision program reveals that the program graduates have the Content, Professional, and Pedagogical Knowledge required for their specific fields

(Appendix 1). Results also indicate that graduates need improvement regarding knowledge and understanding of students/clients with disabilities, as well as organizational and time management skills. The data will now be used to make the needed curriculum changes. Knowledge of Special Education students will be added to the course objectives of ED 610 – School Leadership and Administration, which is, for most students, the introductory course to Administration and Supervision. Secondly, time management skills will be added to the course objectives of both ED 610 and ED 611 – School Personnel Management.

Interviews last year with the Professional Development Coordinator for the Guam Public School System Special Education Division, conducted by Special Education faculty, show GPSS perceives our Special Education programs (both initial and advanced) as excellent and that the graduates are performing well in the schools. As a result of the information gathered from the interviews, SOE is now working closely with the Special Education Division and GPSS to meet the certification requirements of special education teachers and to offer more flexible scheduling of courses. Likewise, interviews with the director of Project Hatsa for Teacher Quality resulted in program faculty now considering alternative modes of course delivery to meet the needs of potential students and to add a master's level certification track in special education.

The Secondary Education advanced degree program has had few graduates within the past several years. For AY 2005-2006, the program graduated one student. Results of a 2005-2006 survey (Appendix 1) show that the school principal is highly satisfied with the teacher's skills in content, pedagogical and professional knowledge. Additionally, the principal is highly satisfied with the teacher's impact on student learning.

Results of questionnaires (Appendix 2) administered to nine graduates of the Language and Literacy advanced program reveal that they strongly believe they have acquired the content, pedagogical, and professional knowledge needed to successfully carry out the objectives of the program and that the courses have taught them to use instructional technology to improve students' literacy learning. Although the courses have provided them with the skills needed to teach culturally and linguistically diverse students, they would like to see an even greater emphasis on literacy instruction for English Language Learners. Based on the data, program faculty are now incorporating additional content on ELL in the program curriculum.

2. (Initial and Advanced) There was insufficient evidence to determine whether all candidates in the initial and advanced secondary education programs possess the knowledge, skills, and dispositions that the unit has identified as essential for program completion.

   Rationale: Because Option A candidates in initial secondary education programs have not been admitted, monitored, and assessed as part of the unit, they have not been systematically included in summaries of candidate performance assessment data.

Much of the performance data for candidates in the advanced secondary education program has not been systematically aggregated; during the visit the data existed primarily in raw form for individual candidates or was not available.   For these reasons, candidate performance data were insufficient to determine whether or not all secondary education candidates possessed the desired knowledge, skills, and dispositions.

Response: We disagree with the finding and respectfully request that this item be removed as an area for improvement for the following reasons. With regard to Option A candidates, we agree that there is some confusion about the definition of the Option A program and acknowledge that lack of clarity in our Institutional Report and during the BOE visit may have contributed to this finding. The following clarifies Option A and confirms that Option A candidates have indeed been admitted, monitored, and assessed as part of the unit, and have been systematically included in summaries of candidate performance assessment data.

Option A was mistakenly identified as for non-education majors who are taking education courses but have majors in other colleges and are not included in the NCATE review. Option A students are in fact SOE students with double majors who receive a degree in both Education and one of the approved majors by another school or college of the University. Option A students **have been** admitted, monitored, and assessed as part of the unit, and they **have been** systematically included in summaries of candidate performance assessment data. For a detailed look at the number of students in Option A, please refer to Table 1.1 in Appendix 3. This is the same table on p. 7 of the BOE Report; however, we have now identified Option A and B Secondary Education programs. The total number of non-education majors taking education courses who have majors in other colleges can be found at the bottom of the Table. These changes address the BOE citation, BOE Report, p. 6 paragraph 4, that the Table on p.7 of the IR does not include option A.

The above clarification of Option A is consistent with the undergraduate catalog description of Option A (Catalog pages 89-90, Exhibit #53 http://www.uogsoencate.net/images/exhibits/docs/UOG_Undergraduate_Catalog_200 6-2007.pdf). We are currently taking steps to revise the Secondary Education section of the catalog so that all options are clearly defined. SOE is also requesting a policy change requiring all non-education majors taking secondary education courses to declare a major in education and apply for admission into SOE. Another policy change in the making will no longer allow students to enroll in upper level courses without admission into SOE. Currently, students are permitted to take 6 credits of upper level course prior to SOE admission. Target date for catalog changes is Fall 2007.

Performance data for candidates in the advanced secondary education program, that existed at the time of the BOE visit but not included as evidence at that time, are now included in Appendices 4 and 5.

Areas for Improvement: Standard 2 pp. 23-24
Recommendation: Not Met

<u>New</u>

1. The unit does not regularly and comprehensively collect, aggregate, analyze or report assessment data across all programs within the unit.

   Rationale: Although the unit does utilize a variety of assessment instruments in many courses, it has not yet begun to systematically compile, summarize, analyze, and evaluate information on the unit's operation, its programs, or its candidates.

   Response: We respectfully request that you consider the following information in your final determination. To clarify, we agree that the data was not aggregated for **unit** assessment and this continues to be an area for growth for the School of Education. The use of electronic portfolios (LiveText) was implemented in freshmen courses in 2005. These students will be passing through our entry and midpoint assessments in 2007. They will bring with them the data needed that completes the unit assessment system, allowing for the use of the data for program improvement as demonstrated at the NCATE poster session during the BOE visit. Sample artifacts from Foundations courses (germane to all programs) were on display with a "visitor pass" (44B56F20) given to the BOE. The LiveText exhibit room contained sample reports of how the data is aggregated and analyzed.

   Program assessment continues to be monitored through the university program review process. Copies of all program reviews were made available when requested by the BOE during their visit.

   A review of the **Candidate** Assessment Manual (Exhibit # 232 http://www.uogsoencate.net/images/exhibits/docs/Candidate_Assmt_Manual.pdf) identifies the assessment points and artifacts reviewed across all programs within the unit. Data are collected and aggregated for all artifacts identified as "in progress" and "completed." These artifacts (ie: interview, writing sample, transcripts) are accompanied with rubrics describing "target", "acceptable" and "unacceptable." Data were available for review at the time of the visit. Our report of assessment instruments under "pilot" and "anticipated" indicate our assessment system is dynamic and able to change as all stakeholders become more involved in the process.

   Steps Taken:
   The original plan to incrementally introduce the LiveText portfolio system in courses over a four-year time period has been accelerated. All courses, including senior courses, will assess candidate artifacts utilizing LiveText Spring 2007. This will allow the aggregation of candidates across the Unit. The Fall 2006 data was reported in early Spring 2007 in an "Assessment Fact Sheet" and will continue to be a regular publication every semester. The SOE Curriculum Committee will convene specific meetings each semester to review the data for decision-making purposes.

2. Assessment tools are not fully developed to identify and monitor candidates in all programs.

   Rationale: Although assessment instruments are utilized in several programs, none are in place for the TESOL and secondary education programs at the advanced level.

   Response: We disagree with this finding and respectfully ask that you remove it as an area for improvement for the following reasons: The TESOL program at the advanced level does in fact utilize assessment instruments in its program. The TESOL advanced program was inadvertently left out of Table 1: Candidate Assessment System, p. 36 of the Institutional Report. The revised Table is included in Appendix 6. Data on candidate performance, existing at the time of the visit, is presented now in Appendices 4 and 5. Also, p. 20 of the IR states that the majority of the program candidates displayed proficiency in content knowledge as assessed in two courses Fall 2005 and Spring 2006. Additionally, the performance of the TESOL candidates in the core courses has been assessed through portfolios, reports, exams, and oral presentations.

3. The unit has not taken steps to establish procedures that ensure the fairness, consistency, accuracy, and avoidance of bias in its assessment.

   Rationale: Although the unit has established assessment instruments and rubrics to evaluate candidate progress, they have not taken steps to ensure consistency, accuracy, fairness, and lack of bias in its assessment procedures.

   Response: The alignment of the artifact rubrics with the conceptual framework and INTASC standards (NCATE Institutional Report p. 34 paragraph 4) reveal that these elements are assessed multiple times, which helps address the issues of fairness and reliability. Feedback from candidates, their instructors, and their supervisors has been taken into account to help us revise our instrumentation. Because of the number of assessment instruments we use, we are able to triangulate data sources, which allow us to enhance the accuracy and consistency of our data. Inter-rater reliability is another means of ensuring consistency and avoiding bias. For example, in the Language and Literacy advanced program, a committee of three faculty members use a rubric to assess candidates at the entry, mid, and exit assessment points.

   Efforts to improve the fairness, accuracy and consistency of candidate assessments are framed within the context of transferring all unit assessment system performance assessments to LiveText (IR pg. 40 paragraph 1).

4. Faculty have not been systematically involved in the design, development, and implementation of the unit assessment system and its components.

   Rationale: Although the unit has established assessment benchmarks and timelines, faculty have not been systematically involved in the design, development, and

implementation of assessment components. Not all faculty were aware of thee benchmarks and timelines.

Response: We disagree with this finding, though we acknowledge that lack of clarity in our Institutional Report and during the BOE visit may have contributed to the decision. We would like to make it clear that all faculty were involved at major assessment points. Program faculty review the artifacts at entry, midpoint and exit. At entry, an interview committee made up of three faculty members review the application, writing samples, transcripts and letters of recommendation. A review of interview committee team assignments indicate all faculty have been involved in this process (Appendix 7). At midpoint, the candidate's application and accompanying artifacts are reviewed and endorsed by the program faculty. At exit, each candidate is assigned a University Supervisor (faculty) who uses the assessment instruments as well as reviews the assessments completed by the Classroom Supervisor. Faculty meeting minutes and agenda (Appendices 8-12) show evidence of faculty involvement in the design, development, and implementation of assessment components. The SOE Candidate Assessment Manual has been distributed in hard copy and assessment brochures distributed both electronically and as hard copies Exhibit # 232
http://www.uogsoencate.net/images/exhibits/docs/Candidate_Assmt_Manual.pdf. Faculty developed a disposition rubric (pp. 30-31 of IR paragraph 5, 1). An Assessment Committee consisting of five faculty met on a regular basis to discuss the design, development, and implementation of assessment components. Results of these meetings were shared with the entire faculty during regular faculty meetings and NCATE Retreats. During NCATE Retreats faculty met in small and whole group formats to discuss the Assessment system. The Assessment Committee considered faculty input and used the information to refine the assessment system as needed.

For all of the reasons provided, we respectfully ask that you remove this item as an area of improvement.

5. Candidates and faculty are not regularly provided with formative and summative feedback based on the unit's performance assessments.

   Rationale: Although candidates receive grades for their coursework and class projects, no evidence was provided to indicate ongoing systematic sharing of assessment data to help candidates and faculty reflect on and/or improve their performance.

   Response: 5. Concur

   Steps Taken:
   The original plan to incrementally introduce the LiveText portfolio system in courses over a four-year time period has been accelerated. All courses, including senior courses, will assess candidate artifacts utilizing LiveText Spring 2007. This will allow the aggregation of candidate across the Unit. The Fall 2006 assessment data

was reported in early Spring 2007 in an "Assessment Fact Sheet" and will continue to be a regular publication. The curriculum committee will convene specific meetings each semester to review the data for decision making purposes.

Utilizing the LiveText technology, candidates will be provided annual reports of artifacts submitted to their electronic portfolio. As all rubrics for the artifacts have been aligned with local, state and national standards, candidates will be able to reflect on this data for formative assessment before proceeding to the next assessment point.

Faculty continues to receive training in the use of the electronic portfolio system. SOE's data collection clerk will be generating aggregated reports each semester for faculty to review for decision-making purposes at candidate, program and unit levels.

6. Not all programs are included in the collection and reporting of assessment data.

    Rationale: Option A students in the initial secondary education program have not been included as part of the unit, and therefore assessment data had not been collected and reported for them.

    Response: We strongly disagree with this finding and respectfully ask that it be removed as an area for improvement. We agree that there is some confusion about the definition of the Option A program and acknowledge that lack of clarity in our Institutional Report and during the BOE visit may have contributed to this finding.

    The following is a clarification of Option A:

    Option A was mistakenly identified as for non-education majors who are taking education courses but have majors in other colleges and are not included in the NCATE review. Option A students are in fact SOE students with double majors who receive a degree in both Education and one of the approved majors by another school or college of the University: Option A students **have been** admitted, monitored, and assessed as part of the unit, and they **have been** systematically included in summaries of candidate performance assessment data. For a detailed look at the number of students in Option A, please refer to Table 1.1 in Appendix 3. Note that this is the same table on p. 7 of the BOE Report; however, we have added a column to identify Option A and B Secondary Education programs. The total number of non-education majors taking education courses who have majors in other colleges can be found at the bottom of the Table. These changes address the BOE citation, BOE Report, p. 6 paragraph 4, that the Table on p.7 of the IR does not include option A.

    The above clarification of Option A is consistent with the undergraduate catalog description of Option A (Catalog pages 89-90, Exhibit #53 http://www.uogsoencate.net/images/exhibits/docs/UOG_Undergraduate_Catalog_2006-2007.pdf). We are currently taking steps to revise the Secondary Education section of the catalog so that all options are clearly defined. SOE is also requesting a policy change requiring all non-education majors taking secondary education courses to

declare a major in education and apply for admission into SOE. Another policy change in the making will no longer allow students to enroll in upper level courses without admission into SOE. Currently, students are permitted to take 6 credits of upper level course prior to SOE admission. Target date for catalog changes is Fall 2007.

Areas for improvement: Standard 6 p. 46-47
Recommendation: Met

New

1. The unit does not oversee all programs within the unit (i.e., the Option A program in secondary education).

   Rationale: Option A candidates in secondary education are allowed to register for and take education courses without formal admission to the education program. They are not included in program completer data and there are no performance assessment data to verify that they demonstrate the skills outlined in the unit's conceptual framework.

   Response: We strongly disagree with this finding and respectfully ask that you remove this item as an area for improvement for the following reasons: We agree that there is some confusion about the definition of the Option A program and acknowledge that lack of clarity in our Institutional Report and during the BOE visit may have contributed to this finding. The following is a clarification of Option A:

   Option A was mistakenly identified as for non-education majors who are taking education courses but have majors in other colleges and are not included in the NCATE review. Option A students are in fact SOE students with double majors who receive a degree in both Education and one of the approved majors by another school or college of the University. Option A students **have been** admitted, monitored, and assessed as part of the unit, and they **have been** systematically included in summaries of candidate performance assessment data. For a detailed look at the number of students in Option A, please refer to Table 1.1 in Appendix 3. Note that this is the same table on p. 7 of the BOE Report; however, we have added a column to identify Option A and B Secondary Education programs. The total number of non-education majors taking education courses who have majors in other colleges can be found at the bottom of the Table. These changes address the BOE citation, BOE Report, p. 6 paragraph 4, that the Table on p.7 of the IR does not include option A.

   The above clarification of Option A is consistent with the undergraduate catalog description of Option A (Catalog pages 89-90, Exhibit #53 http://www.uogsoencate.net/images/exhibits/docs/UOG_Undergraduate_Catalog_2006-2007.pdf). We are currently taking steps to revise the Secondary Education section of the catalog so that all options are clearly defined. SOE is also requesting a policy change requiring all non-education majors taking secondary education courses to declare a major in education and apply for admission into SOE. Another policy

change in the making will no longer allow students to take 6 credits of upper level courses without admission into SOE. Target date for catalog changes is Fall 2007.

2. Some candidate admissions and recruiting materials are incomplete and/or inaccurate.

Rationale: Catalog materials do not accurately describe the Option A program in secondary education. Some recruiting brochures do not contain descriptions of two major recruiting initiatives.

Response: We disagree with this finding and respectfully ask that it be removed as an area for improvement. The catalog description (Catalog pages 89-90, Exhibit #53 http://www.uogsoencate.net/images/exhibits/docs/UOG_Undergraduate_Catalog_200 6-2007.pdf) is consistent with our clarification of Option A. We do not understand the context of the BOE finding regarding the recruiting brochures. However, the unit will make every effort to make sure that all brochures are accurate and consistent.

We are currently taking steps to revise the Secondary Education section of the catalog, so that all options are clearly defined. One suggestion is to change the term subject matter to double major. The Admissions Committee is currently working to ensure that the admissions requirements in both undergraduate and graduate catalogs are updated and accurately reflect SOE policies. Program faculty are also reviewing and updating their program information for accuracy. All changes will be routed through the SOE and UOG approval processes Spring 2007 for insertion into the Fall 2007 undergraduate catalog and graduate bulletin.

3. There is no mechanism for tracking faculty advising assignments and activities.

Rationale: Advising is conducted at the program level and is not monitored by the unit. Faculty are encouraged, but not required, to advise candidates, and there is no master list of advisees assigned to specific faculty members.

Response: While there is a master list of faculty advisors provided in the graduate and undergraduate catalogs, we agree that there is room for improvement.

Steps to be taken: The unit will develop an advisement system that is linked to the comprehensive faculty evaluation system to monitor the advisement process.

4. The unit does not have any plan in place for the maintenance and updating of School of Education computer labs.

Rationale: Although there is a university-wide technology plan, it does not take into account individual departmental needs. The unit does not have a plan for the systematic purchase, maintenance, or updating of technology equipment or software.

Response: The College of Professional Studies continues to be represented on the University Technology Advisory Committee by a SOE faculty with expertise in

instructional technology. In November 2006 a full-time computer technician was hired to support SOE academic programs and administration. In addition to ongoing maintenance of the computer labs, he is tasked with developing and implementing a plan for the maintenance and updating of the SOE computer labs. On February 7 the interim Dean convened a meeting to establish a college wide IT network to coordinate planning, implementation and resource sharing within and between the three professional schools. A college wide IT plan will be developed by the end of Spring 2007 so that the interface between the technology needs of the professional schools and the university wide technology plan may be systematically evaluated and revised, as needed.

5. The materials in the curriculum library are not current.

    Rationale: Most of the textbook materials in this section date back to the 1980s. A collection of children's storybooks is also not maintained. There is no process for regularly reviewing and updating these materials.

    Response: We are pleased to report that as early as November 2006, SOE has taken the following steps to address this weakness:

    The SOE Acting Executive Director and interim CPS Dean met with the Director of Learning Resources in November 2006 to discuss this problem. Two options are now being explored for implementation in AY 2007-08:

    Option 1: That responsibility for the curriculum resource center be assigned to one of the Learning Resources reference librarians as part of his/her workload. A search for an additional reference librarian for Learning Resources is now being conducted.

    Option 2: The Library Science certificate program was administered by the College of Education from 1989-92. In 1992 it was transferred to the Learning Resources unit. As a result of the November 2006 meeting, the Director of Learning Resources developed a proposal to transfer the Library Science certificate program to the School of Education and call it the Specialization in School Library Media Program. This proposal is now under review by the SOE faculty and administration. If approved, a request will be made for an additional SOE faculty with this specialization who would be responsible for coordinating the certificate program and maintaining the curriculum resource center.

Administration and Supervision
Employer Survey 2006

Help us continue to improve out teacher education program.
Please help in our study of the effectiveness of the UOG Teacher Education Program by completing this survey about recent UOG graduates at your school.

To what degree are you satisfied with the professional preparation of first year teacher(s) from University of Guam in each of the following areas?

Content Knowledge	Very Satisfied	Quite Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Not Observd
1. Broad knowledge of subject matter	25%	13%	38%			
2. Knowledge of subject content for grade level taught	38%	38%		38%		
3. Classroom organization	38%	25%		38%		
4. Preparation of lessons	38%	13%	25%	13%		
5. Presentation of content material		63%		13%	13%	
6. Pursues organized plan to cover required content	25%		25%	38%		
Pedagogical Knowledge						
7. Uses classroom time effectively	25%	25%	25%	13%		
8. Actively engages students in learning process	25%	25%	25%	13%		
9. Integrates curriculum	25%		38%	25%		
10. Varies instructional strategies	38%		13%	38%		
11. Effective classroom management and discipline	13%	13%	13%	25%		13%
12. Uses technology in the workplace	25%		25%	25%		13%
Professional Knowledge						
13. Ability to identify special needs students and refer them to appropriate channel		25%	13%	38%		13%
14. Ability to accommodate needs of diverse students	38%		25%	38%		
15. Ability to accommodate needs of students with disabilities	38%		13%	25%		
16. Ability to communicate and work with parents	38%		25%	25%		
17. Ability to communicate and work with colleagues	25%	13%	25%	38%		
18. Ability to communicate and work with administration	38%	13%				
19. Professionalism in demeanor and attitude	25%	25%	13%	25%		
20. Responsive to needs of students and co-workers	38%	13%	13%	25%		
21. Responsive to constructive criticism	38%	13%	13%	25%		

Secondary Education
Employer Survey 2006

Help us continue to improve out teacher education program.
Please help in our study of the effectiveness of the UOG Teacher Education Program by completing this survey about recent UOG graduates at your school.

To what degree are you satisfied with the professional preparation of first year teacher(s) from University of Guam in each of the following areas?

Content Knowledge	Very Satisfied	Quite Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Not Observd
1. Broad knowledge of subject matter	100%					
2. Knowledge of subject content for grade level taught		100%				
3. Classroom organization	100%					
4. Preparation of lessons	100%					
5. Presentation of content material		100%				
6. Pursues organized plan to cover required content		100%				
Pedagogical Knowledge						
7. Uses classroom time effectively	100%					
8. Actively engages students in learning process	100%					
9. Integrates curriculum	100%					
10. Varies instructional strategies	100%					
11. Effective classroom management and discipline	100%					
12. Uses technology in the workplace	100%					
Professional Knowledge						
13. Ability to identify special needs students and refer them to appropriate channel	100%					
14. Ability to accommodate needs of diverse students	100%					
15. Ability to accommodate needs of students with disabilities	100%					
16. Ability to communicate and work with parents	100%					
17. Ability to communicate and work with colleagues	100%					
18. Ability to communicate and work with administration	100%					
19. Professionalism in demeanor and attitude	100%					
20. Responsive to needs of students and co-workers	100%					
21. Responsive to constructive criticism	100%					

Appendix 2

Language and Literacy Program
Graduate Questionnaire

Summary of results:

A total of nine graduates of the Language and Literacy program employed in the Guam Public School System responded to the sample questionnaire below. Results reveal that they strongly believe they have acquired the content, pedagogical, and professional knowledge needed to successfully carry out the objectives of the program and that the courses have taught them to use instructional technology to improve students' literacy learning. Although the courses have provided them with the skills needed to teach culturally and linguistically diverse students, they would like to see an even greater emphasis on literacy instruction for English Language Learners. Based on the data, program faculty are now incorporating additional content on ELL in the program curriculum.

The purpose of this questionnaire is to determine the strengths, successes, and areas for improvement in the M. Ed. program in Language & Literacy at the School of Education at the University of Guam. Kindly assist us by taking time to complete this form.

Year you began your graduate studies at the University of Guam:

_____

Semester and year that you completed your Language and Literacy degree at the University of Guam: _____

_____

Age: _____ Sex: _____ Ethnicity: _____

_____

Program objectives:

1. To develop students' literacy (reading and writing) in language arts and across the curriculum, with an emphasis on pre-school, elementary and secondary years.

2. To assess and instruct students with diverse literacy needs in regular classrooms, as well as specialized settings.

3. To participate as a member of a professional learning community, reflecting on practice and contributing to the improvement of instructional programs, advancement of knowledge and practice of colleagues.

Do you feel that your course work meets the Language and Literacy Program objectives?

Do you feel that you have acquired the content knowledge needed to successfully carry out the objectives of the program? Please explain.

Do you feel that you have acquired the pedagogical knowledge needed to successfully carry out the objectives of the program? Please explain,

Do you feel that you have acquired the professional knowledge needed to successfully carry out the objectives of the program? Please explain.

How have your courses helped you to meet the needs of culturally and linguistically diverse students in your classroom?

How have the courses helped you to use instructional technology to improve students' literacy learning?

What are the top three strengths of the Language and Literacy Program?

What are some areas for improvement in the Language and Literacy Program?

What do you consider your biggest success as a result of your coursework in the Language and Literacy Program?

Thank you for taking time to complete this questionnaire.

Table 1.1: Professional Education Programs Offered by the School of Education
(Fall 2005–Spring 2006)

Program Name	Options (not in IR)	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	A	B.A.	Initial	30	3	N/A	N/A	N/A
Secondary Education: Business Education	A	B.A.	Initial	30-51	1	N/A	N/A	N/A
Secondary Education: English/Language Arts	B	B.A.	Initial	21	18	NCTE	Yes	Rejoining 9-06
Secondary Education: Family Consumer Science	B	B.A	Initial	30	3	N/A	N/A	N/A
Secondary Education: Math	A	B.A.	Initial	52	7	NCTM	---	Not Rec. 3-06
Secondary Education: Science	B	B.A.	Initial	41-43	3	NSTA	Yes	Rejoining 9-06
Secondary Education: Social Studies	B	B.A.	Initial	36	9	NCSS	Yes	Rejoining 9-06
Secondary: Computer Information Systems	A	B.A.	Initial	73-74	1	ISTE	N/A	N/A
Secondary Education: Chamorro	A	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	A	B.A.	Initial	60	3	N/A	N/A	N/A
Secondary Education: History	A	B.A.	Initial	42	1	N/A	N/A	N/A
Secondary Education: Japanese	A	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

A total of 73 non-education majors are taking education courses but have majors in other colleges.

Appendix 4: Data on Candidate Performance

Appendix A: GPA at Entry

Program	N	Content Knowledge		Pedagogical Content Knowledge		Professional and Pedagogical Knowledge	
		FA 05	SP 06	FA 05	SP 06	FA 05	SP 06
Initial Early Childhood	17	A (3.5)	A (3.2)	A	A	A	A
Elementary	12	A (2.9)	A (3.1)	A	A	A	A
Secondary	7	A (3.3)	A (3.4)	A	A	A	A
P.E.				A	A	A	A
SPED	1	A (3.8)	T (4)	A	A	A	A
Advanced Lang & Lit	3	A (3.8)	T (4)	A	A	A	A
TESOL	3	A (3.9)	T (4)	A	A	A	A
Admin & Supervision	7	A (3.1)	T (4)	A	A	A	A
Secondary	5	A(3.2)	0	A		A	
SPED	4	A (3.6)	A (3.86)	A	A	A	A

Legend: T= Target   A=Acceptable   U=Unacceptable

Note:
Content Knowledge: GPA of 2.7 -3.6 is acceptable for the initial and preparatory programs.
      GPA of 3.0 -3.9 is acceptable for the advanced programs.
Pedagogical Content Knowledge: Interviews and essays.
Professional and Pedagogical Knowledge: Interviews and essay.

Appendix B: Midpoint Assessment
Standard 1 Assessment

Program	GPA		Content Knowledge								Pedagogical Content Knowledge								Professional & Pedagogical Knowledge							
	Fall 2006	Spring 2006	Fall 2005				Spring 2006				Fall 2005				Spring 2006				Fall 2005				Spring 2006			
			Percentages (%)								Percentages (%)								Percentages (%)							
			D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U
Early Childhood	3.2	3.5	69	16	7	7	40	56		4	71	29			64	32	4		67	30	3		68	28	4	
Elementary	3.3	3.3	40	40	10	10	55	45			70	30			78	22			70	30			67	23	10	
Secondary	3.1	3.4	70	30							91	9							87	13						
SPED	3.3	3.1	22	11	67		14	86			44	22	4 4		20	80								100		
PE	0	3.3																		22	88					
Lang & Literacy	3.9	3.8	29	64	7		39	52	9		43	50	7		33	57	10		36	64			60	40		
TESOL	3.6	3.7	78	22			70	18			78	22			70	18	12		100				70	18		12
Admin & Supervision	3.6	3.6	75	25			83	17			100				75	25			50	50			92	8		
SEED	3.4	3.4	80	15	5		85	10	5		80	15	5		82	13	5		50	40	10		60	30	10	
SPED	0																									

D= Distinguished
P=Proficient
B=Basic
U=Unsatisfactory
GPA includes foundation, related area electives and specialization courses taken before Student Teaching for the initial to preparation programs and before the comprehensive exam and oral defense for the advance programs.

Appendix H: Professional Disposition

Program	# of Students	Knowledgeable Scholar (Commitment to Learning)								Effective Communicator (Willingness to Communicate Effectively)								Reflective Decision Maker (Sensitivity to Diversity)							
		Midpoint				Exit (Student Teaching/Practicum/Internship)				Midpoint				Exit (Student Teaching/Practicum/Internship)				Midpoint				Exit (Student Teaching/Practicum/Internship)			
		In percentages (%)								In Percentages (%)								In Percentages (%)							
		D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U
ECE	7					71	29							83	17							71	29		
ELEM	43	51	36	13		100				82	18			100				69	28	3		100			
SEED	13	91	9			50	50			81	11			100				100				100			
SPED	35	20	26	48	6					20	23	57						20	23	57					
PE	29	41	31	27						34	62	3						28	62	10					
LANG AND LIT	12	67	33							8	38	8						50	50						
ADMIN & SUP	26	88	12							96	4							96	4						
TESOL	7		86	14		86	14			29	57	14			86	14		100				100			
SPED	0																								
SECONDARY ED	7	57	29	14		86	14			71	29			86	14			57	43			86	14		

The disposition instrument was developed in 2005. After revision it was administered in Spring 2006 at both midpoint and exit checkpoint.

Appendix C1: Assessment at Exit

Initial Program	No. of Students	Content Knowledge INTASC 1-4								Pedagogical Content Knowledge INTASC 5-8								Professional Pedagogical Knowledge INTASC 9-10								Student Learning 9, Portfolio, Lesson Delivery Rubric INTASC 8 &							
		Fall 2005				Spring 2006				Fall 2005				Spring 2006				Fall 2005				Spring 2006				Fall 2005				Spring 2006			
		D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U
ECE	14	75	25			56	44			75	25			33	67			75	25			56	44			50	25	25		44	56		
ELEM	21	100				89	11			62	28			89	11			100				89	11			100				18	76	6	
SEED	10	43	57			100				14	86			50	50			14	86			100				14	86			60	20	20	
PE	-	*				*				*				*				*				*				*				*			
SPED	2	100				100				100				100				100				100				100							

Appendix C2: Assessment at Exit

Advanced Program	No. of Students	Content Knowledge & Professional Pedagogical Knowledge															
		Comprehensive Exam								Oral Defense							
		Fall 2005				Spring 2006				Fall 2005				Spring 2006			
		D	P	B	U	D	P	B	U	D	P	B	U	D	P	B	U
Admin and Sup	5	40	60								100						
Lang & Lit	4	25	25	50		17	49	17	?								
TESOL	3		100			25		75			100				100		
SPED	0																
SEED	1					100									100		

Appendix 6

Table 1: Candidate Assessment System

Assessment Instrument	Used At		
	Entry	**Midpoint**	**Exit**
	Admissions Interview	Application for Student Teaching	Completion of Student Teaching
Initial Programs: 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
Advanced Programs: Administration and Supervision, Language and Literacy, Secondary Education, TESOL			
	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

Appendix 7: Sample Admissions Interview Form

UNIVERSITY OF GUAM * SCHOOL OF EDUCATION**

Admissions Committee

Interview Form

As per the School of Education's Admission Requirement, the below listed students were interviewed on **Wednesday, March 22, 2006** and we recommend:

	Students	Approval	Disapproval
1.	Angoco, Cherese B.		
2.	Castro, Ngoc-Chau (Carol) N.		
3.	Lin, Cindy		
4.	Naz, Judy N.		
5.	O'Connor, Bryce L.		
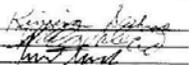
1. Reason(s) for Disapproval:

2. Reason(s) for Disapproval:

3. Reason(s) for Disapproval:

4. Reason(s) for Disapproval:

5. Reason(s) for Disapproval:

CONCUR/DO NOT CONCUR Date: 3-27-06

Administrative Chair, School of Education (Acting)

Committee Members: K. Sachuo, (Chair) A. Indalecio, S. Sachuo

8/22/03 atp

UNIVERSITY OF GUAM * SCHOOL OF EDUCATION**

Admissions Committee

Interview Form

As per the School of Education's Admission Requirement, the below listed students were interviewed on **Wednesday, November 30, 2005** and we recommend:

	Students	Approval	Disapproval
1.	Caasi, Albert B.		
2.	Cercado, Delia L.		
3.	Jamison, Alan B.		
4.	Muth, Jessica J.		
5.	Perez, Sherri M.		
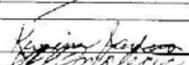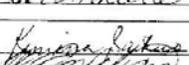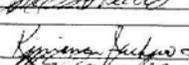
1. Reason(s) for Disapproval:

2. Reason(s) for Disapproval:

3. Reason(s) for Disapproval:

4. Reason(s) for Disapproval:

5. Reason(s) for Disapproval:

CONCUR/DO NOT CONCUR
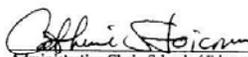
Date: 11-30-05

Administrative Chair, School of Education (Acting)

Committee Members: K. Sachuo, (Chair) M. Jackson, A. Indalecio,

8/22/03 atp

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FACULTY MEETING
JAN. 23, 2004-12 NOON

AGENDA

I.   Interview time-Fridays-time

II.   NCATE
            -Syllabi
            -Standards-6
            -Agnes I.-worked during intersession
            -Rejoinders
            -Survey
            -Retreat

III.   Live-Text Portfolio-C. Stoicovy

IV.   Gary Wahl-Technology

V.   John Sanchez-Assessment & Student Teaching

VI.   Summer course listing due Jan. 26

VII.   Form to AAC-Dr. Kallingal (Dr. Cruz)

[handwritten notes]

1.   Johnathan Bernardo-Eva & John-write to Registar
2.   Tori-meeting this Friday-prepare for this
3.   Follow up-Therese Bamba
4.   Antonia Salas-687-0014: Memo to Dave O'Brian, cc to Helen Whippy
        Chamorro Program Funds-met deadline and should be refunded-$500.00
        Dr. Salas (1/14/04) wrote memo during her term → *[handwritten]*
5.   NCATE
        Operations: Classroom assessment and Unit/Program Assessment
        Revision: Advisement system & Interviews
        Book from Larry K
6.   Marge-Ad for counseling
7.   E mail to dean
        -confirm meeting with Tori-Friday at 4 p.m.
        -Dr. K-Recommendation for Professor Emeritus-copy for each member-AAC
        -Eva's Handbook-for your review
        -Budget-Priority Hiring-what about conference and payment C.Quan

Minutes of the Joint TEPS and FERHS Meeting
Oct. 14, 2005
Faculty Lounge

Attendance: LF (Lourdes Ferrer, Secretary), JS (John Sanchez, Presiding Officer), YI (Yukiko Inoue), LK (Larry Kodiyanplakkal), JC (Jacqui Cyrus), SJC (Sister Jean Ann Crisostomo), MJM (Mary Jane Miller), PW (Paul Wallace), RN (Robert Nielson), MF (Mary Fegurgur), AI (Agnes Indalecio), CY (Carim Yanoria, NCATE Documentation Clerk), and CS (Catherine Stoicovy, Administrative Chair).

Minutes:

I. Called to order by the presiding officer at 11:00 A.M.
II. Approval of meeting minutes – not carried out because there was no copy of the minutes available (c/o VS); was decided to be tabled in the next meeting.
III. Announcement (c/o CS)
   A. Tutors needed for Community Tutoring Outreach - contact Brian Woolery
   B. Recruitment and action plans are needed from each program coordinator, particularly the graduate program. Contact Cathleen Moor for your program brochure.
   C. Space needs – in terms of classrooms, faculty offices, storage of materials, etc to be submitted to Admin Chair.
   D. CFES for 2005-2006 - submit ASAP
   E. ED 894 – no available information; was decided to be tabled in the next meeting
   F. Carim – the new Documentation Clerk for NCATE whose term will end on Dec. 30, 2005.
IV. Old Business
   ED 451 – moved to table by LK, seconded by RN; approved
V. New Business
   A. ED 694 – move to approve with amendments by LK; seconded by AI; approved; Amendments include: integration of technology and addition of reference materials.
VI. Program pamphlets – same as program brochure which was already taken up in the announcement
VII. From the Floor
   A. Nov. 17 and 18 – Annual Language Conference; call for papers by AI
   B. Micronesian Educator – call for papers for publication by YI
   C. Book – one-page paper proposal is needed for the On-Line Education Life-Long Learning; Jan. 31'06 is the deadline
   D. Program reviews – reminder by SJC to submit program rejoinders. All should be nationally recognized otherwise Standard 1 will be rated 'needs improvement'. IR should be finished 60 days before the visit (Nov. 2006); needed are two semesters of data (Fall 05 and Spring 06). Assessment is emphasized (Specify the assessment procedures used to collect data and provide student samples for each performance level - U, A and T. Overall editor should make sure there is consistency of report from Standard 1 through 6.
   E. Admissions Committee
      Pre-interview requirements should be a week in advance before the interview. These requirements should be advertised to students.
      Interview – complete the rubrics per student. Completion takes about 30 minutes per student, therefore only 2 students with a max of 3 should be interviewed. A consensus vote for each student should be arrived at and an aggregated data for each of the requirement should be submitted by the Interview Chair to Anita. These recommendations should be brought to the Admissions Committee for action.
   F. Midpoint Assessment - Program faculty needs to assess their program students using the 18 elements of the conceptual framework and the disposition rubric. Each program has to identify at least 6 assessment procedures used in the program and data should be provided for these 6 assessments.
   G. Exit Assessment – supervisors' assessments as required in the Student Teaching Handbook should be submitted to OFE. Self-assessment and exit evaluation surveys by the teacher candidates are also required to be submitted.
VII. Meeting was adjourned at 12:10.

Prepared by:

Lourdes M. Ferrer

Approved:

Current Presiding Officer

University of Guam
College of Professional Studies
SCHOOL OF EDUCATION

Joint Faculty Meeting
TEPS & FERHS
November 4, 2005

AGENDA

I.   Call to Order
II.   Approval of Meeting Minutes
       a.   October 9
       b.   October 14
III.   Dean's Report
IV.   Announcements
       a.   Administrative Chair's Announcements
       b.   SOE Advisory Council (review handout)
       c.   SOE Faculty Retreat-Dec. 2, 2005
       d.   Project Hat'sa-Dr. Nieves Flores
       e.   ED894-Policy Review
V.   Old Business
       a.   NCATE-Status of the IR Report-Sister Jean Ann
       b.   ED451-For Action
       c.   UOG Standing Committees & UOG Faculty Senate Subcommittees Report
       d.   Curriculum Committee-Submission of Official Policy Revision Form
       e.   Admissions Committee-Status of procedures & policies
       f.   Status of Recruitment, Enrollment, and Retention Plans by Program
       g.   Status of the SOE Handbook-Dr. Cat Stoicovy with Dr. Nieves Flores
       h.   Status of submissions for new edition of Microneisan Educator-Dr. Inoue
VI.   New Business
       a.   YEC Request for List of Courses for Recertification for Summer
       b.   Task Force on Load Allocation-Dr. Larry K (ED192, ED292, and other 1 & 2 credit hour course)
       c.   Off Campus Programs
            i.   4rh Year Program
            ii.   Counseling Program in Saipan
            iii. FSM Masters in SpEd
VII.   From The Floor
VIII. Adjournment

b. SOE Advisory Committee-SOE will use of data gathered at the last SOE Advisory meeting and schedule it into the activities for the next meeting. The next SOE Advisory meeting will be in October and one in December on a Friday must be early December-should review how issues have been addressed

c. Final REVIEW of the description of the SOE Curriculum Committee-to go forward to CPS/AAC at their next meeting. Please provide support if you have time. Faculty discussed the need for the Curriculum Committee to have one representative for Secondary Ed. and one representative from TESOL. Motion by Dr. Lou Klitzkie to merge Secondary and TESOL representative to the Curriculum Committee, Seconded by Dr. Yukiko Inoue, MOTION CARRED. Dr. Velma reminded faculty that the Curriculum Committee is not in the catalog yet and has yet to be approved.

VI.   New Business

a. Policy on textbook adoption and orders for Programs/Units-Policy, Practice, & Direction: Textbook change must be approved by the Program and the Division. Approvals can be initiated and discussed on email. Faculty are reminded that course outline and textbooks should be aligned, and textbook changes should be done with degree program in mind.

b. LiveText Workshops-Dr. John Sanchez and Dr. Matilide Rivera-arranging specific topics, i.e. registration and logging on, will have one hour seminars to assist students for Livetext and students will cycle through, 5-6 session of logging on and setting up Livetext portfolio, creating lessons plans, creative use of Livetext, students will sign up for them, and training will be made available in the GEAR-UP lab and can accommodate 25 participants, faculty will be helped individually, Also they will have open lab for individual problems and plans. Dr. Matilde supports Friday and Saturdays. Questions were asked about the Advisement Portfolio and developoing it on LiveText ----need to also make the catalog change for Praxis requirement, Admission Committee role, etc. Dr. Sanchez & Rivera will meet and get back to faculty on this.

Dr. Sanchez said faculty need to ask: Which assessment do you use that is KEY to your course content, that is aligned with the SOE Conceptual Framework, the18 elements of the Framewoork (KS, EC, RDM standards) The connection with assessment data, could also identify which conceptual element is being addressed and which standard you are referring to in your assessment procedure. Put this on top of the agenda for next meeting.

COLLEGE OF PROFESSIONAL STUDIES
School of Education

Joint Division Meeting of
Foundations, Educational Research, & Human Services (FERHS)
&
Teacher Education & Public Service (TEPS)
August 18, 2005
9:00 am
Faculty Lounge

AGENDA
Welcome to Fall, 2005

I.   Call to Order-FERHS/TEPS Unit Representatives-Drs. Sablan & Ferrer
II. Dean's Report to the Faculty-Dean Sheying Chen
III. Announcements
    A. Welcome & Introduction of New SOE Faculty by the Acting Administrative Chair-Dr. Catherine Stoicovy
    B. CFES & New Load Sheets-Dr. Catherine Stoicovy
    C. NCATE News & Update-Sister Jean Ann Crisostomo
    D. University Faculty Senate Subcommittees & Standing Committees-SOE Members
    E. UOG Endowment Concert (Jenny Cruz)
    F. Other

IV. Old Business

V.   New Business
    A. Committee on Admissions
    B. Curriculum Committee of the SOE & Meeting Projections for Fall, 2005
    C. SOE Advisory Committee Meetings for Fall, 2005
    D. Processing of ED894 classes & Other Approval Procedures
    E. NCATE Standards Committee Reports & Updates
    F. Strategic Plans for Increasing SOE Enrollment
    G. LiveText Orientation & Data Management-Dr. John Sanchez

VI. From the Floor

VII. Adjournment

Next Meeting:

NCATE Retreat
Feb. 24, 06

1. Mymuller
2. MK Jejungu
3.) 9.
4.) 8 Kone
5.
6. Lawrence Krdnympelled
7. Jacqoi cyrus
8. Y. Inoue
9.
10. Marge
11. Lon Jenas
12.
13. Nancy Schmit
14.
12. Velma A.
13. BC
14. L. Kuthie
15. K.
16.

NCATE RETREAT
SOE Faculty Lounge
February 24, 2006
9:30 a.m.-2:30 p.m.

AGENDA

9:30 a.m.	⇒Call to Order
	⇒Review of Schedule
	⇒Data Presentation
10-12 A.m.	**Working Session**

Standards 1 & 5	Room 206	Lou F. Agnes I. Kini S. Mary F. Benit D.
Standard 2	Room 203	John S. Marge A. Mary Jane M. Jim M. Stephen K
Standards 3 & 6	Room 201	Nancy S. Bob N. Larry K. Velma S. Lou K.
Standard 4 & Overview	Room 208H	Yukiko I. Nieves F. Jacque C. Paul W. Sweeter S.

| 12 –1 p.m. | Lunch |
| 1-2:30 p.m. | **Reports** |