

ELEMENTARY EDUCATION

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QUALITATIVE DATA FOR ANALYSIS OF THE UNDERGRADUATE ELEMENTARY PROGRAM

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1. External Recognition And Measures Of Quality Of The Program.

A. Accreditation by an External Agency of the Program

* SOE received NCATE accreditation in Spring 2007 with a focused visit to be scheduled for Spring 2009 for Standard 2: Assessment

* Concentration in Teaching Elementary Education K-5 received national recognition with condition by ACEI/NCATE on Fall, 2003. submitted rejoinder and still waiting final word.

* Strengths of program

still waiting for response from NCATE; NCATE not able to find readers.

* positive aspects of the program

The program met all the standards except the assessment standard reflective of the overall SOE assessment weakness of not having an assessment plan.

B. Awards Received by Faculty, Students, Academic Student Organizations

* Faculty is active in professional organizations, presents at local, national, regional, and national conferences, has published on current topics in the field of pedagogy, and continues to conduct research, submit manuscripts for publication and presently developing a curriculum book for one of the methods courses

* Faculty was instrumental in establishing a regional partnership agreement with the College of Micronesia for a Bachelors of Arts degree in Elementary Education

* Faculty and students are recipients of the Who's Who Amongst American Teachers/Students

* Faculty and students are recipients of Legislative Resolutions for outstanding services to the community

C. External Reviews

*School of Education hosted an initial NCATE visit during the Fall 2006

*Concentration in Teaching Elementary Education K-5 received national recognition in 2003 after an external review conducted by ACEI/NCATE

*An Academic Degree Program Self-Study for the K-5 Elementary program for the period between 2001 was conducted by external reviewer from the Micronesian Area Research Center in 2006

2. Standards

A. Course outlines have been revised to reflect both program and course student learning outcome;

B. Assessment plan in place.

TO BE DOWNLOADED FROM HATSA PROJECT

a. Course and Number	b. Alignment and Assessment
ED 350 Elementary Multicultural Classroom Management	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 351 Elementary Fine Arts Methods	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 353 Elementary Social Studies Methods	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 354 Elementary Science Methods	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 355 Elementary Language Arts Methods	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED356 Elementary Math Methods	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 357 Elementary Reading Methods	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 363 Elementary PE & Health Education	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.

ED 319 Children's Literature	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 392 Elementary Practicum	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
PE 492a Practicum in Student Teaching: Elementary	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
PE 498- Internship	ACEI spa standards, SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.

3. Centrality to UOG Mission – *Inina, Deskubri, Setbisio* (To Enlighten, To Discover, To Serve)

The Elementary mission statement has the elements of both the elements of both the mission of the School of Education and the University of Guam. The Program strives to *Produce elementary school teachers who are equipped with the appropriate knowledge, skills and disposition needed to achieve success in promoting student learning; and who are attuned to the varied cultures and learning styles of the region and to do so in sufficient quantity to meet the increasing demand for such teachers.* The mission of University – “to enlighten, to discover, to serve” is addressed in the Program statement. For example, “to enlighten” is to equip appropriate knowledge, skills, and disposition; “to discover” is to find ways to achieve success in promoting student learning , and “to serve “ is to meet the increasing demand for teachers in the region

4. Support of Strategic Initiatives (Identify which initiatives are supported by your program and explain briefly how by providing specific examples)

A. Academic Quality

- *Use of LiveText, a web based assessment system, in all SOE course
- *Alignment of all SOE courses to standards: ACEI, NCATE, INTASC, SOE Conceptual Framework, and the Guam Public School System
- *Successful completion of Praxis I prior to admission to SOE and Praxis II prior to admission to student teaching

B. Student Success, Enrollment Growth And Institutional Visibility

Enrollment by Semester
NEED TO ENTER THE DATA

Calendar Year	Fall	Fall Intercession	Spring	Summer			Total
2001/2002				a	b	c	
Calendar Year	Fall	Fall Intercession	Spring	Summer			Total
2002/2003							
Calendar Year	Fall	Fall Intercession	Spring	Summer			Total
2003/2004				a	b	c	
Calendar Year	Fall	Fall Intercession	Spring	Summer			Total
2004/2005				a	b	c	
Calendar Year	Fall	Fall Intercession	Spring	Summer			Total
2005/2006							
Calendar Year	Fall	Fall Intercession	Spring	Summer			Total
2006/2007				a	b	c	
Calendar Year	Fall	Fall Intercession	Spring	Summer			Total
2007/2008							
SUM TOTAL				a	b	c	

C. Land Grant Mission

We are a land grant institution that serves the local community

D. Community Engagement

*The elementary program has made many strives regarding community outreach and engagement including the following:

*Membership in the HATSA project

*Maintains the IDP that reflects responsiveness to the needs of the regional

*In the process of creating the student organization GEMS (Guam's Educator for Maximum Service with intent to extend to the region through the Partnership program with the Community College of Micronesia and the IDP efforts to the other Micronesia entities.

*Serve as Academic Advisor and Consultant to the GPSS "on tract" certification efforts for the Chamoru Language & Culture Teachers

*Monitor and maintain the articulation agreement that is contained in the Pohnpei Accord.

*Continue the Saturday ED 392 Elementary Practicum at M.U.Lujan Elementary School to teach their students science and social studies which has tremendous results in the students SAT 9 and Sat 10 scores for the last four years since its inception.

E. Institutional efficiency and effectiveness

*Adoption of technology and use of LiveText, a web based assessment system in all SOE courses

* Use of LiveText allows faculty to document and report student learning

*Increased use of technology facilitates data gathering, collection, and analysis

*Use of email allows for an increase in communication between faculty and students outside of class which results in better meeting the needs of students

5. Meeting Student And Regional Needs

List supporting evidence such as collaborative work with other institutions in the region, transfer and articulation agreements, outreach programs, student involvement initiatives, etc.

*Individual Degree Plan (IDP)

*Ed 392 Saturday Practicum with the M, U, Lujan elementary students to teach them science and social studies courses

*Pohnpei Accord articulation of courses

*Partnership Agreement with the College of Micronesia for the Bachelor's of Arts in Elementary Education program

*Consultation and academic advisement for the "On-Track" Certification for the Chamoru Language and Culture Teachers at the GPSS

*Continued efforts to have the DODEA, private schools on Guam, schools in the region and other elementary programs locally and regionally involve in the Internship and Student Teaching program

6. Program Review

LATEST PROGRAM REVIEW

Years covered: 2000- 2004

Date completed: 4/21/07

Recommendations: Actions taken- Currently under review

CALL REMY FOR FINAL WORD

(Explain if no actions have been taken or describe briefly if actions are still in progress.)
