



AAQEP Annual Report for 2025

Provider/Program Name:	University of Guam, School of Education BAE & MAT - Initial Educator Preparation – Elementary and Secondary MA School Counseling MEd Administration & Supervision MEd Innovations in Teaching & Learning MEd Reading MEd SPED MEd TESOL MLIS (Spring 2024) EdD Instructional and Academic Leadership (Fall 2024)
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

University of Guam

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

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

UOG's School of Education

The mission of the School of Education (SOE) is to prepare teachers, professionals, and leaders in education to meet the multicultural educational demands of Guam and the region in the Pacific. The Unit consists of all academic programs that lead to certification or licensure both at the initial and the advanced levels. SOE offers two bachelor's programs, seven master's programs, and the University's first and only doctoral program* leading to careers in teaching, counseling, reading, school leadership, and other fields. SOE is organized into two academic divisions: 1) Professional Teacher Preparation (PTP) and 2) Advanced Education and Research Services (AERS). The PTP division provides undergraduate and graduate programs that lead to initial teacher certification or licensure. The programs include Elementary and Secondary education and the Master of Arts in Teaching (MAT) program. AERS houses the graduate programs in Counseling, Administration & Supervision, Innovations in Teaching & Learning, Reading, Special Education, and Teaching English to Speakers of other Languages (TESOL), as well as the newly added Doctor of Education (EdD) in Instructional and Academic Leadership.

*Two programs were added this past year. The inaugural cohort of the EdD in Instructional and Academic Leadership started October 2024. Additionally, in working with the University Libraries, a Master of Library and Information Science (MLIS) was approved and started in Spring 2024. Summary data here provide the reader with information about the UOG School of Education's successes in terms of program enrollment, preparation, and completion. Additional information on commendations or recommendations for improvement is provided by our completers and employers.

Public Posting URL

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

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Initial Certification: Elementary	106	15
	Initial Certification: Secondary (6–12) Licensure areas include math, general science, fine arts, PE & school health, English, social studies, and Japanese	69	9 Math – 3 MS Math – 1 Science – 1 Music – 2 PE – 1 PE and Health – 1
Master of Arts in Teaching	Initial Certification: Elementary	1	1
	Initial Certification: Secondary (6–12) Licensure areas include: math, general science, English, social studies, CHamoru	18	9

Total for programs that lead to initial credentials		194	34
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education - Reading	Professional Certification; Reading Specialist K–12	7	24
Master of Education - TESOL	Professional Certification	3	10
Master of Education - SPED	Professional Certification	10	0
Total for programs that lead to additional/advanced credentials		20	34
<i>Programs that lead to P-12 leader credentials</i>			
Master of Education - Administration & Supervision	Initial School Administrator	23	2
Total for programs that lead to P-12 leader credentials		23	2
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
Master of Education - Innovations in Teaching and Learning	n/a	13	0
Master of Arts - Counseling	Professional Certification: School Counselor or Community Counselor (not disaggregated) **	29**	9
Master of Library and Information Science	n/a	19	0
Doctor of Education in Instructional and Academic Leadership	n/a	28	0
Total for programs that lead to specialized professional or no specific credentials		70	9
TOTAL enrollment and productivity for all programs		316	79
Unduplicated total of all program candidates and completers		316	79

Added or Discontinued Programs

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

Added: Master of Library and Information Science
Added: Doctor of Education in Instructional and Academic Leadership

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.				
316				
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.				
79				
C. Number of recommendations for certificate, license, or endorsement included in Table 1.				
69				
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.				
The timeframe for the expected undergraduate cohort completion is four years and 1.5 times that is 6 years. To track completion rates, we chose to work backward. That is, we took the list of completers in 2024–2025 and determined their start dates. The reason for this backward mapping for cohort completion is that many students declare education but have not been admitted or had no intention of staying with that degree.				
Declared Program	Head Count	Percent Graduated in 4 Years	Percent Graduated in 5 Years	Percent Graduated in 6 Years

Elementary	15	53%	67%	80%
Secondary	9	33%	56%	67%
SOE	24	46%	63%	75%
UOG First-Time Full-Time Freshmen Cohort	477 (2018)	12%	27%	37%
	384 (2019)	10%	29%	N/A

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

The following data are provided by ETS Data Manager. If there are less than five scores in a particular area, the data are not aggregated to show cumulative pass rates. The educator performance assessments are administered by Praxis and based on data from the previous year. The following table shows all tests reported to UOG between Sept. 2024 to Aug. 2025. Please note that we are not in control of who chooses to submit their scores to UOG. In some cases, students graduate with a degree in a subject other than the content area they wish to teach, and they then challenge the Praxis exam. This can affect pass rates, as these students were generally not prepared for the test.

Test #	Test Name	Total Number	Total Pass	Pass Rate
5018	Elem Ed: Content Knowledge	36	10	27.78
5038	English Lang Arts: Content Knowledge	2	*	*
5362	English to Speakers of Other Languages	15	13	86.67
5122	Family and Consumer Sciences	2	*	*
5165	Mathematics	6	2	33.33
5164	Middle School Mathematics	5	2	40
5442	Middle School Science	1	*	*
5113	Music: Content Knowledge	2	*	*
5091	Physical Education: Content Knowledge	1	*	*
5624	Principles of Learn Teach: Grades 7-12	13	12	92.31
5622	Principles of Learn Teach: Grades K-6	13	11	84.62
5302	Reading Specialist	7	3	42.86
6990	School Leaders Licensure Assessment	2	*	*
5081	Social Studies: Content Knowledge	2	*	*

As noted, the data above are from the ETS Data Manager and represent anyone who identifies UOG as a score recipient. Low pass rates for elementary education and math content knowledge continue to be a major concern. All students have a free 30-day subscription to 240 Tutoring, which is introduced in ED-110 (Foundations); they can pay to extend the subscription as needed.

As was the case last year, very few elementary education students pass their content knowledge test on their first attempt. Scores were disaggregated for this test and shared with the advisory committee, who, along with the faculty, noted that science is a weaker area for our students. The PTP program is still looking at revamping a content course in science that is specific to science topics taught at the elementary level. Additionally, the program is investigating a content test that has specific subject sub-tests; this will allow students to focus on the area of need as opposed to retaking the whole test. We have a math for elementary education course specifically focusing on the math addressed by the Praxis core designed for students with difficulty passing the math portion. We have also adopted the Praxis Bridge program that allows students who fail one area of Praxis content to strategically retake only the area they need. Students who are within two points of passing Praxis core can make individual contractual agreements with their advisors to establish a plan for passing and continuing in the program. Recognizing that we conditionally admit students and allow them to continue on a semester basis without passing initial Praxis, we continually revisit ways to support students in passing both their Praxis Core and content knowledge assessments.

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

Like last year, we used the exit survey completed at the end of student teaching or internship for the undergraduates or at the end of the program for the graduate degrees instead of an alumni survey. Utilizing this survey provides valuable data at the completion of the students' program as opposed to a year or two out when there are many more variables that we cannot account for. Additionally, with the graduate programs, we found that many never went into the job area for which the degree was preparing them. Conducting this survey at the exit has provided us with valuable relevant information.

Undergraduate Exit Survey Data SY24–25

My program has provided me with the knowledge, skills, and/or confidence:	Mean	SD	N
To understand and engage local school and cultural communities and communicate and foster relationship with families/guardians/caregivers in a variety of communities	4.67	0.66	21
To engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	4.62	0.59	21
To create positive and productive learning environments and use strategies to develop productive learning environments in a variety of school or community contexts.	4.86	0.36	21
To support my students' growth in international or global perspectives.	4.57	0.68	21
To establish goals for my own professional growth and engage in self-assessment, goal setting, and reflection.	4.76	0.44	21
To collaborate with colleagues to support professional learning.	4.76	0.44	21

My program has enhanced my use of technology in presenting new ways to support diverse needs of learners, clients, and colleagues.	4.52	0.81	21
My program has provided me with quality clinical practice opportunities.	4.50	0.61	21
My program helped me understand data and how to use it to inform my practice.	4.57	0.68	21
My program emphasized dispositions and behaviors for successful professional practice.	4.67	0.66	21

The two statements in this survey with the highest standard deviation are “to support my students’ growth in international and global perspectives” and “my program has enhanced my use of technology in presenting new ways to support diverse needs of learners, clients, and colleagues.” We continue to address the first statement by emphasizing to our students that our goal is to focus on more of a place-based curriculum and connection with our students. Because of Guam’s location, we have a responsibility to make connections to our island and our region while continuing to utilize curriculum provided from the US. As for enhancing candidates’ use of technology, we will use the results of the Employer Survey to identify the resources available in the classroom and attempt to provide exposure in advance to these tools. We have also had faculty development regarding the use of AI in coursework, particularly the teaching methods courses.

Graduate Exit Survey Data SY24–25

My program has provided me with the knowledge, skills, and/or confidence:	Mean	SD	N
To understand and engage local school and cultural communities and communicate and foster relationship with families/guardians/caregivers in a variety of communities	4.56	0.60	55
To engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	4.58	0.57	55
To create positive and productive learning environments and use strategies to develop productive learning environments in a variety of school or community contexts.	4.67	0.47	55
To support my students' growth in international or global perspectives.	4.45	0.66	55
To establish goals for my own professional growth and engage in self-assessment, goal setting, and reflection.	4.69	0.47	55
To collaborate with colleagues to support professional learning.	4.64	0.52	55
My program has enhanced my use of technology in presenting new ways to support diverse needs of learners, clients, and colleagues.	4.45	0.72	55
My program has provided me with quality clinical practice opportunities.	4.33	0.67	55
My program helped me understand data and how to use it to inform my practice.	4.49	0.63	55

Like the undergraduate survey, the two statements in this survey with the highest standard deviation are “to support my students’ growth in international and global perspectives” and “my program has enhanced my use of technology in presenting new ways to support diverse needs of learners, clients, and colleagues.” The chairs will be provided with the data to review student perceptions and alignment to program outcomes.

An interesting piece of data captured in the exit survey shows that 56% of the graduate completers in 24–25 prioritized the use of this degree for a future job, but 44% do not intend to pursue a different position at this time. Eighty-two percent of the respondents indicated they pursued the master's degree for higher pay, and 76% said they prioritized improvement in their current position. A comparable sixty percent of the graduate completers in 23–24 prioritized the use of this degree for a future job, but only 16% of the respondents indicated they pursued the master's degree for the higher pay and 12.5% said they prioritized improvement in their current position.

The narrative responses for program strengths and improvement will be shared with the program chairs.

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

We sent our Employer Survey to Guam Department of Education (GDOE) school principals to assess new teachers for SY2023–2024 and SY2024–2025. For these school years, there were 24 new teachers that were produced by the University of Guam School of Education's (SOE) undergraduate elementary and secondary programs and who graduated in 2022–2023 and 2023–2024. The link to the SOE Employer Survey was emailed to the school principals to complete online using QuestionPro. The response rates were as follows:

- Elementary: 5 principals responded
- Secondary: 2 principals responded
- **OVERALL: 7 principals responded**

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

- Elementary: 8 out of 15 first-year teachers were rated (53%)
- Secondary: 6 out of 9 first-year teachers were rated (67%)
- **OVERALL: 14 out of the 24 first-year teachers were rated (58%)**

Survey: Part I

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

Table 1: *Teacher Effectiveness Categories and Reliability Coefficients and Means*

CODE	CATEGORY	SURVEY ITEM	MEAN
pink	Content knowledge	A1, A2	3.50
purple	Lesson planning and preparation	B1 – B4	3.39
green	Instructional delivery	C1 – C6	3.10
yellow	Accommodations for student diversity	D1 – D4	3.05
blue	Assessment	E1 – E4	3.05
gray	Classroom management and environment	F1 – F4	3.09
orange	Interpersonal communication	G1 – G8	3.30
red	Technology	H1 – H3	3.19
white	Professionalism and Professional Growth	I1 – I4	3.39
	OVERALL		3.23

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

Table 2: *School Principals' Satisfaction of the Professional Preparation of First-Year Teachers for SYs 2023-2025 (n = 14 teachers assessed)*

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

Category /Item		Mean	SD	VS 5	QS 4	S 3	SS 2	NS 1
	H1. Uses technology in the classroom for instruction	3.21	0.97	14.29	14.29	50	21.43	
	G4. Communicates and works with administration	3.50	1.09	14.29	42.86	28.57	7.14	7.14
	I3. Joins in self-evaluation and professional development	3.29	0.99	14.29	21.43	42.86	21.43	

	G5. Communicates and works with school staff	3.50	0.94	14.29	35.71	35.71	14.29	
	G3. Communicates and works with colleagues	3.50	0.94	14.29	35.71	35.71	14.29	
	G6. Asks for assistance when needed	3.36	0.93	7.14	42.86	28.57	21.43	
	I1. Professional in demeanor and attitude	3.64	1.22	35.71	14.29	28.57	21.43	
	F2. Develops a safe and positive learning environment	3.14	1.17	14.29	21.43	35.71	21.43	7.14
	H3. Encourages student use of technology in the learning process	3.14	0.95	14.29	7.14	57.14	21.43	
	G7. Responds to needs of students and co-workers	3.29	0.91	7.14	35.71	35.71	21.43	
	F4. Creates a productive learning environment	3.07	0.92	7.14	21.43	42.86	28.57	
	I2. Responsive to constructive criticism	3.50	1.45	35.71	14.29	28.57	7.14	14.29
	H2. Uses technology for data collection and analysis	3.21	0.97	14.29	14.29	50	21.43	
	A1. Broad knowledge of subject matter	3.50	0.85	7.14	50	28.57	14.29	
	C1. Presentation of content material	3.21	0.89	7.14	28.57	42.86	21.43	
	A2. Knowledge of subject content for grade level taught	3.50	1.02	14.29	42.86	21.43	21.43	
	B1. Aligns with approved Guam standards.	3.29	0.91	7.14	35.71	35.71	21.43	
	I4. Reflects on teaching practices and sets goals to improve	3.14	1.03	7.14	28.57	42.86	14.29	7.14
	B4. Accommodates different learning styles, needs, abilities.	3.21	0.89	7.14	28.57	42.86	21.43	
	C4. Integrates curriculum involving local and global issues.	3.00	0.88	7.14	14.29	50	28.57	
	F3. Manages classroom and student discipline	3.00	1.04	7.14	21.43	42.86	21.43	7.14
	G1. Communicates and works with parents	3.00	0.96	7.14	21.43	35.71	35.71	
	B3. Pursues organized plan to cover required content.	3.36	1.08	14.29	35.71	21.43	28.57	
	G2. Communicates and works with the community	3.14	1.03	14.29	14.29	42.86	28.57	

	C3. Actively engages students in the learning process	3.21	0.89	7.14	28.57	42.86	21.43	
	E2. Provides students with immediate feedback	3.14	0.86	7.14	21.43	50	21.43	
	C5. Varies instructional strategies	3.07	0.83	7.14	14.29	57.14	21.43	
	C6. Utilizes culturally responsive educational practices.	3.00	0.91	7.69	15.38	46.15	30.77	
	F1. Organizes classroom**	3.14	0.95	7.14	28.57	35.71	28.57	
	E3. Assesses student performance	3.14	0.95	7.14	28.57	35.71	28.57	
	G8. Attentive to mental health needs of students and co-workers and makes appropriate referrals.	3.14	0.86	7.14	21.43	50	21.43	
	D4. Supports language and literacy development of all students.	3.07	0.83	7.14	14.29	57.14	21.43	
	C2. Uses classroom time effectively	3.07	0.92	7.14	21.43	42.86	28.57	
	D2. Accommodates needs of diverse students	3.00	0.88	7.14	14.29	50	28.57	
	D3. Accommodates needs of students with disabilities	3.14	0.95	7.14	28.57	35.71	28.57	
	B2. Aligns lessons with college and career readiness standards	3.09	1.04	9.09	27.27	27.27	36.36	
	D1. Identifies special needs students and refers them to appropriate channel.	3.00	0.88	7.14	14.29	50	29.57	
	E4. Uses assessment results to improve instruction	3.00	0.88	7.14	14.29	50	28.57	
	E1. Makes “action plans” based on student outcomes	2.93	0.83	7.14	7.14	57.14	28.57	
Overall satisfaction with preparation of the first-year teacher		3.23		13.33	6.67	53.33	26.67	

Comments regarding the strengths of these new teachers included their use of technology and classroom management. Interestingly, difficulty with classroom management was also mentioned in five of the 13 suggestions for areas to strengthen. Many comments were also related to the use of the CITW framework and standards-based instruction and grading practices.

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

As a single-district SEA/LEA, we can review the staffing pattern of the district that is published on the district website. We primarily monitor the website for initial educators. For many of our advanced programs, students are taking the program for self-enrichment, higher pay, or future desires and not necessarily for an immediate change in job positions. In reviewing the staffing pattern for the Guam Department of Education (GDOE), 93% of the elementary completers for AY24–25 are teaching for GDOE. Additionally, 100% of the secondary and MAT students are employed in GDOE.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

We approved the hire of three new adjunct faculty members at the beginning of the 2024–25 academic year.

The chair of our Professional Teacher Preparation division, who was also the program chair for Secondary and MAT, as well as our AAQEP coordinator, retired effective January 2025. Instead of refilling her position, SOE embedded her many roles within existing faculty positions, with course releases to facilitate the additional responsibilities where applicable. University administration directed us to begin a search for a new early childhood faculty position in support of our plans to revive our previously discontinued early childhood program.

The MEd in Reading hired a new faculty member who started in January 2025.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation				
Praxis: Principles of Learning and Teaching	At midpoint, initial candidates' pedagogical and professional knowledge and skills are primarily measured through the Praxis PLT exam. The required passing cutoff score is 160 for Elementary K–6 and 157 for Secondary 7–12, as set forth by the Guam Commission for Educator Certification. The performance expectation is that all students pass, and all subsection scores fall within the average range.	Detailed datasets included in SOE's Annual Data Reports (ADRs) show a breakdown of candidates' passing scores by test categories: (a) Instructional Process and (b) Assessment—for pedagogical knowledge, and (c) Students as Learners and (d) Professional Development Leadership and Community—for professional knowledge, and (e) Analysis of Instructional Scenarios. It is very rare that students do not pass on a first attempt. The average passing score for both undergraduate elementary and secondary was 175, and the average passing score for the MAT was 176 with two scores at 185 and one 195.				
		PLT Section	N	Avg	Avg poss.	Avg. range
		A) Inst. Process	33	15	21	12-16
		B) Assessment	33	16	21	13-17
		C) Students as Learners	33	11	14	8-11
		D) Prof. Dev. Leadership & Community	33	10	14	9-12

		E) Analysis of Inst. Scenarios	33	12	16	9-13
Educator Disposition Assessment (EDA)	<p>We began using the Educator Disposition Assessment (EDA) in Fall 2018 to assess our candidates' disposition at entry, midpoint, and exit in the initial educator preparation and advanced programs. The assessment is completed by the candidate's course instructor. Candidates are aware that this assessment applies to the university setting, courses, early practicum experiences, and their final internship. Furthermore, elements in the EDA were aligned to SOE's Conceptual Framework—preparing candidates as Knowledgeable Scholars (KS), Effective Communicators (EC), and Reflective Decision-makers (RD).</p> <p>The candidates are rated on a three-point scale of Needs Improvement, Developing, and Meets Expectations.</p> <p>Faculty of SOE, both full-time and part-time, participated in a refresher/calibration on how to assess students using the EDA in April of 2021. We still need to establish (or at least discuss) a schedule for training/calibration, particularly as new faculty are hired.</p>	<p>The results for the undergraduate and graduate programs show that our candidates largely receive “Meets Expectations” for each EDA element (1–9).</p> <p>The percentage of overall ratings show a range of 95%-100% or an average of 98% of the initial candidates receiving a “Meets Expectations,” less than 2% of the candidates are “Developing,” and none were rated at “Needs Improvement.” One element (Demonstrates professionalism) stood out as an area for awareness with indicators related to punctuality, attendance, and prompt responsiveness to communication.</p>				

	<p>The expectation is that all candidates <i>meet expectations</i>, however there are practices in place that, should a candidate be rated at <i>needs improvement</i> or <i>developing</i>, meetings with the advisor or faculty committee may be necessary.</p>	<p>For the advanced programs, the range of percentages on the overall assessment was from 85.71% to 100% with an average for all advanced candidates of 95% for “Meets Expectations” and less than 5% with “Developing.”</p> <p>“Demonstrates Effective Oral Communication” was the one element with the lowest rating. Aspects of oral communication include appropriate language, word choice, grammar for the learning environment, and communication at an age-appropriate level as evidenced by content-specific vocabulary.</p>
Advanced Programs		
Praxis II (Reading, Counseling, SLLA)	<p>100% of those who take Praxis II pass with a score of at or above the acceptable score set by the GCEC.</p>	<p>The key phrase is “those who take Praxis II” in Reading, School Counseling or the SLLA. It is not a requirement for the Reading program, and this past year, the pass rate was 43% (notably lower than the previous year’s 66%). If the candidate didn’t pass, they could take an in-house comprehensive exam. For counseling, five school counseling and two dual-track candidates passed the school counseling Praxis. For the SLLA, not all students are required to complete the MEd, but those who are seeking certification with GCEC must take a series of courses and internship with SOE. All five who took the SLLA passed.</p>

Capstone Portfolio	100% of the candidates will be rated as a Level 3 or Level 2 (on a three-point scale) or as “proficient or distinguished.” (Administration & Supervision and Innovations in Teaching and Learning)	Candidates’ NELP or NBPTS portfolios were rated as Level 3 or Level 2 and Distinguished or Proficient 100% of the time. NELP 4.3 and 6.2 were the only two standards where all students earned a Level 2, and this may once again have had more to do with opportunity to demonstrate over ability to demonstrate.
Culturally Responsive Practice	The graduate programs have multiple measures. Two included here are the EDA and a final internship evaluation in counseling. The EDA #6 measures if a student exhibits an appreciation of and value for cultural and academic diversity. The expectation is that all students earn a - “meets expectations”. On the Counseling internship skill development final evaluation, candidates are rated on the statement “demonstrates sensitivity when interacting with socio-culturally diverse students and colleagues.” The expectation is that all students “demonstrate competency” (2).	100% of all graduate completers were rated as “meets expectations” on the educator disposition assessment, #6. All but one counseling student were rated a 3 – “above average,” on the identified statement in their final evaluation. The one student earned a 2 – “demonstrates competency.”

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Classroom Supervisor Survey	Classroom supervisors complete a survey at the end of student teaching for the initial undergraduate programs. The expectation is that the classroom	The results for Fall 24 and Spring 25 classroom supervisor survey indicated the averages for all questions were in the range of 2.89 to 3.78. While this shows

	supervisor will observe their student teacher engaged in the activities described most of the time (3) or higher (always = 4). The survey is separate from the formal observations and assessment of instruction.	classroom supervisors rated the observed behaviors and skills of their student teachers as “most of the time” or “always,” the rating of “sometimes” was highest with the student teachers’ <i>interaction with parents or guardians to discuss their child’s learning</i> . The most common statement for improvement from the classroom supervisor is to make student teaching a year-long experience.						
Employer Survey	We expect that employers will rate our graduates at least a 3 (satisfied) or higher (quite (4) and very (5) satisfied) when responding to the prompt: To what degree are you satisfied with the professional preparation of first-year teacher(s) from the University of Guam in each of the following areas?	Employers, when asked about their overall satisfaction with the initial educator preparation by the University of Guam for new teachers in the schools SY23–24 and SY24–25 rated their satisfaction at 3.23. Overall, 78.57% of the respondents were satisfied to very satisfied with the professional preparation of our initial educators.						
Educator Disposition Assessment (EDA)	The expectation is that all candidates “meet expectations,” however, there are practices in place that should a candidate be rated as “needs improvement” or “developing”, a meeting with the advisor or faculty committee may be necessary.	<p>For Standard 2, the elements of the EDA that were used to respond to the standard included 1) Appreciation and Value of Cultural and Academic Diversity, 2) Demonstrating Preparedness in Teaching and Learning, 3) Exhibiting the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability, and 4) Collaborating Effectively with Stakeholders.</p> <table border="1"> <thead> <tr> <th>EDA Section for Standard 2</th><th>Initial Programs AY 2024-2025</th><th>Advanced Programs AY 2024-2025</th></tr> </thead> <tbody> <tr> <td>1 Appreciation and Value of Cultural and</td><td>100% (N=20) Meets Expectations</td><td>100% (N=13) Meets Expectations</td></tr> </tbody> </table>	EDA Section for Standard 2	Initial Programs AY 2024-2025	Advanced Programs AY 2024-2025	1 Appreciation and Value of Cultural and	100% (N=20) Meets Expectations	100% (N=13) Meets Expectations
EDA Section for Standard 2	Initial Programs AY 2024-2025	Advanced Programs AY 2024-2025						
1 Appreciation and Value of Cultural and	100% (N=20) Meets Expectations	100% (N=13) Meets Expectations						

		Academic Diversity		
		2 Demonstrating Preparedness in Teaching and Learning	95% (n=19) Meets Expectations 5% (n=1) Developing	100% (N=13) Meets Expectations
		3 Exhibiting the social and emotional intelligence to promote personal and educational goals	100% (N=20) Meets Expectations	100% (N=13) Meets Expectations
		4 Collaborating Effectively with Stakeholders	95% (n=19) Meets Expectations 5% (n=1) Developing	100% (N=13) Meets Expectations
		The N is a little higher than the actual advanced completers number as there are a few students at the advanced/graduate level who took courses out of sequence.		

5. Notes on Progress, Accomplishment, and Innovation

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

The programs created individual **advisory committees** to allow for meaningful and constructive dialog; all active programs hosted meetings in Spring 2024. The advisory committees for advanced programs continue to host these meetings once a semester; membership in some committees has been updated to reflect changes among key stakeholders—as individuals move into new roles and as program needs evolve.

Initial preparation programs continue to organize the after-school workshops – inviting recent graduates to join student teachers and interns for a once or twice a semester workshop held in the late afternoon on topics requested via survey from our recent graduates.

In Spring 2023, a stakeholder-driven one-time **TESOL** cohort was launched with 14 students. Twelve students graduated in Spring 2025, while two still remained in the program but delayed their graduation for personal extenuating circumstances. One graduated this Fall 2025, and the other plans to complete the program in Spring or Fall 2026.

In August 2024, the Professional Teacher Preparation Program unanimously voted to develop three new five-week, one-credit courses to assist students who are within five points of passing the Praxis Core Math, Writing, and Reading : Math Refresher: Foundations and Applications; Writing Essentials in Education; and Reading Strategies and Analysis in Education. In its December 5, 2024 session, the Faculty Senate approved the Undergraduate Curriculum Review Committee’s endorsement of these courses.

Additionally, in October 2024 the **Special Education** program started a cohort in partnership with the Guam Department of Education and Guam CEDDERS to address the growing demand for qualified special education teachers.

Counseling incorporated recommendations from alumni and the advisory committee to integrate lesson planning into the Organization and Admin in School Counseling Program Course as well as internship. Also, counseling alumni who work as school counselors were invited back to speak with students in internship to share their experiences and answer questions.

The **Admin & Supervision** program continues to encourage action research as a Special Project option to fulfill the thesis requirement, aligning with trends in other university school leadership programs.

Additionally, the reciprocity with input and support within the advisory committee has been positive. Last year, the GDOE began looking to update their Guam Administrator Standards and School Leader Evaluation Program to reflect the current national administrator standards. This is still in progress and moving forward.

The **Innovations in Teaching and Learning** (InTAL) program continues to provide publication opportunities for participants and graduates.

Our dedicated faculty and staff are working tirelessly to maintain the quality and impact of our programs, even amid ongoing budget shortfalls, which have paused faculty searches in TESOL, PE, and Counseling since 2020. Yet, we continue to produce highly qualified teachers across a range of subjects, including English, math, science, social studies, art, music, PE, and Japanese. We are always exploring innovative ways to support our recent graduates as they transition into the teaching profession. Our connection with them remains strong, encouraging their pursuit of advanced degrees, such as the recent acceptance of one of our math graduates into the Master's in Data Science program.

We have expanded to 8 master's programs, including the new Master of Library and Information Science (MLIS) program that launched in the Fanuchånan (Fall) 2024 semester. The first MLIS cohort of 19 will graduate in December 2025.

Our inaugural Doctor of Education in Instructional and Academic Leadership cohort of 25 began in October 2024.

Our **Elementary Education program** also continues to thrive, with exciting developments such as:

- A 2+2 partnership with the Palau Ministry of Education, where students specializing in Special Education graduated in December 2024.
- Reactivation of our Individual Degree Plan (IDP) program with Yap post-pandemic, with plans for the next cohort in Early Childhood Education (ECE), Special Education (SPED), and/or TESOL.
- A master's level Special Education certification program for 8 GDOE-certified teachers.
- The introduction of an Early Childhood Intervention track by reviving and updating our previously terminated ECE program, set to begin in Fañomnåkan (Spring) 2026.
- The development of an Educational Studies program, currently being reviewed by Faculty Senate, reflecting current educational needs, to start Fall 2026.