

BOE Report for Continuous Improvement Pathway (Updated May 2013)

Summary for Professional Education Unit

Institution Name:

University of Guam

Team Recommendations on Meeting Standards:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Not Applicable	Not Applicable
Standard 2: Assessment System and Unit Evaluation	Not Applicable	Not Applicable
Standard 3: Field Experiences and Clinical Practice	Not Applicable	Not Applicable
Standard 4: Diversity	Not Applicable	Not Applicable
Standard 5: Faculty Qualifications, Performance, and Development	Movement Toward Target (developing or emerging)	Movement Toward Target (developing or emerging)
Standard 6: Unit Governance and Resources	Not Applicable	Not Applicable

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

The University of Guam was formed in June 1952, when the island government established the Territorial College of Guam as a two-year teacher-training school under the Department of Education. The College, located on a high school campus in the village of Mongmong, had an initial enrollment of approximately 200 students, most of them experienced teachers, and a staff of 13. The College moved to the present campus in central Mangilao in 1960. The College's academic programs expanded to accommodate increasing enrollment and student needs. In 1963, administrative control of the College was transferred from the Department of Education to a five-member governing Board of Regents. In August 1968, the College was renamed the University of Guam. In 1972, the University was designated a land-grant institution by an act of the U.S. Congress. Administrative autonomy was granted on October 4, 1976, with the enactment of Public Law 13-194, "The Higher Education Act of 1976," which

became effective on November 3, 1976. The Act, with subsequent amendments, established the University as a non-membership, non-profit corporation under the control and operation of a nine-member Board of Regents appointed by the Governor, with the advice and consent of the Legislature. Public Law 17-55 enacted on June 11, 1984, provided further autonomy to the University and established staggered terms for members of the Board of Regents. Currently, the University has two Colleges, three Schools, and an enrollment of approximately 3,628 students and 180 full-time faculty that represent a diversity of island, U.S. mainland and Asian ethnicities.

The University'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 serve its learners and the communities of Guam, Micronesia and the neighboring regions of the Pacific and Asia. The University prepares learners for life by providing the opportunity to acquire knowledge, skills, attitudes, and abilities through the core curriculum, degree programs, research and outreach.

The unit consists of all academic programs that lead to certification or licensure both at the initial and the advanced levels. The unit offers six bachelor's programs and seven master's programs, leading to careers in teaching, counseling, reading, school leadership, and other fields. The School of Education works in collaboration with the College of Natural and Applied Sciences and the College of Liberal Arts and Social Sciences particularly as its work relates to content preparation in initial teacher preparation programs, as well as general education.

The unit offers the following initial level programs: Early Childhood, Elementary Education, Elementary Education-Chamorro, Elementary Education–English as a Second Language, Secondary Education, Special Education, Physical Education, and Master of Arts in Teaching.

Advanced level programs include the Master of Arts in Counseling and the Master of Education with the following specializations: Administration and Supervision, Reading, Secondary Education, Special Education, and Teaching English to Speakers of Other Languages (TESOL). The M.Ed. degree is designed for certified teachers seeking advanced knowledge of teaching and learning in a specific area.

The Master of Education with specialization in Reading is the University of Guam's first online program. Approved by WASC in August 2011, the program is offered to students in Guam and the Micronesia region. This program was previously known as Language and Literacy.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

This was an NCATE-only visit. The unit notified Guam's Superintendent's Office of this visit, and the Superintendent sent a representative to observe several interview sessions.

Specialized Professional Associations (SPA) recognition is not required in Guam, although many programs did submit reports for SPA review. Programs recognized by their SPA include Elementary Education (ACEI, 2019), Special Education (CEC, 2015 with conditions), Physical Education (NASPE, 2015 with conditions), Administration and Supervision (ELCC, 2021), and Reading (IRA, 2019). Other programs have had recognition in the past which has since expired. Faculty in the Masters of Arts in Counseling program are currently considering Council for Accreditation of Counseling and Related Academic Programs (CACREP) accreditation.

A recent initiative (Good to Great) undertaken by the University of Guam included a self-study of all University's degree programs. As a result, recommendations were made to consolidate existing educator preparation degree programs in favor of a BA+ program (a bachelor's degree in the content area, and the post-graduate certificate program). However, discussion continues on the viability of this recommendation.

learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The unit offers two off-campus programs: the Partnership B.A. in Elementary Education Program and the Individualized Degree Plan (IDP). The Partnership B.A. is designed for pre-service students with an associate's degree in Teacher Preparation currently offered by the College of Micronesia on the island of Pohnpei in the Federated States of Micronesia. The IDP is designed for regional in-service teachers who wish to obtain an undergraduate degree in education from the University of Guam.

To qualify for the IDP program, the candidate must be an in-service teacher on one of the islands in the Federated States of Micronesia and have 40 college credits transferable to the University of Guam. The University of Guam policy requires that 32 credits must be earned in residence in order to graduate. The IDP courses taught in the FSM are School of Education courses, taught by its faculty following its syllabi. These upper division classes account for 48 credits. Student teaching/Internship accounts for an additional 12 credits. This exceeds the minimum 32 resident credit requirement.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

The unit was accredited in 2011. The Unit Accreditation Board (UAB) required another full review after two years of continuous accreditation due to the number of areas of concerns from the 2011 visit. This visit was the two-year full review as required by the UAB. As per instructions from the CAEP staff, under this circumstance, the unit is not required to identify a standard at the target level. However, the BOE team has identified some areas, particularly in Standard Five, that the unit is moving towards target.

As the two-year full visit, the unit is also not required to submit an Institutional Report (IR) Addendum after the offsite formative report. However, the unit chose to complete an addendum, which made the visit very smooth.

The BOE team wishes to express its heartfelt appreciation to The Honorable Robert Underwood, the President of the University; Professor Anita Borja Enriquez, Senior Vice President; Professor John Sanchez, Dean for the School of Education; Assistant Professor Michelle Santos, the Accreditation Coordinator; and Ms. JoAnne Diego, the regional program coordinator.

II. Conceptual Framework

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

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The unit reports that its faculty adhere to a constructivist view of learning consistent with preparing a multicultural student population. Rooted in constructivism, the Conceptual Framework has established a foundation of excellence for preparing candidates for reflective decision-making, knowledgeable scholarship, and effective communication required to provide equitable educational experiences for all

students in diverse P-12 school settings. Consistent with Dewey's progressive model of teaching and learning, the current research on constructivism agrees that learning is the active process of constructing rather than passively acquiring knowledge.

The unit prepares candidates as described below in the elements of the Conceptual Framework:

Knowledgeable Scholar: The unit believes it is essential that candidates not only master content knowledge, but also have the pedagogical, professional and technological knowledge required of a knowledgeable scholar. Pedagogical content knowledge refers to teachers' deep knowledge about the processes and practices of teaching and learning applicable to the teaching of specific content. It is the collective wisdom of one's teaching practice with respect to content knowledge, subject expertise, pedagogy, students, and the curriculum. Technological Pedagogical Content Knowledge is the knowledge and skills that teachers need to integrate technology into instruction in specific content areas through rich connections between technology, content and pedagogy. The unit states that technology is infused throughout its conceptual elements. The knowledgeable scholar is also well-versed in professional knowledge that includes knowledge about learning, diversity, professional ethics, legal and policy issues, and the roles and responsibilities of the teaching profession.

Effective Communicator: The unit believes that effective communication is vital to the role of an educator. The effective communicator is skilled in verbal and nonverbal forms and is able to deliver a clear message. Skilled in intercultural communications, the effective communicator understands that cultures have different ways of communicating verbally and non-verbally and seeks to understand how students from different countries and cultures act, communicate, and perceive the world around them.

Reflective Decision Maker: The unit subscribes to the notion that critical reflection is grounded in the reality of modern social change and reflection is a social practice that takes place within communities of teachers who support and sustain each other's growth. Given the evolving perspective on critical reflection, the unit faculty encourage candidates to become socially responsible and critically reflective practitioners by actively participating in school, district, local and global communities.

Professional Commitments and Dispositions: The unit argues that dispositions are fundamental to the Conceptual Framework. Both initial and advanced programs assess candidates as knowledgeable scholars, effective communicators, and reflective decision makers. The unit's disposition rubric evaluates the candidate dispositions based on four levels: unsatisfactory, basic, proficient, and distinguished. The Knowledgeable Scholar component assesses candidates' commitment to identifying their own learning style and P-12 students' learning styles. The Effective Communicator component assesses candidates' willingness to communicate enthusiastically, and the Reflective Decision Maker component includes an assessment of candidates' sensitivity to diversity.

The unit states that its conceptual framework has provided a context for assessing candidates' performance on professional, state, and institutional standards. Course syllabi and assessment rubrics are aligned with the conceptual framework, professional and institutional standards. Candidates in initial programs must meet the InTASC Principles. Candidates in advanced programs for other school professionals use the standards of their professions to guide candidate learning and performance. Candidates in advanced programs also address the National Board for Professional Teaching Standards (NBPTS). All syllabi are aligned with the University's Institutional Outcomes (ILOs).

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit

standards.

Standard 1

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

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

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

In the IR addendum, the unit clarified its list of program offerings. Initial programs offered include: Early Childhood, Elementary Education, Elementary Education--Chamorro, Elementary Education--English as a Second Language, Secondary Education, Special Education, Physical Education, and Master of Arts in Teaching. Advanced programs include: MA Counseling, M.Ed. in Reading, TESOL, Secondary Education, Special Education, and Administration and Supervision.

Secondary Education Programs include two options: Emphasis Areas: (1) Agriculture, Chamorro Language and Culture, General Science, Consumer Family Science, Social Studies, or Vocational/Technical Education: and (2) English as a Second Language. Candidates seeking Mathematics, English, or a foreign language must pursue the subject major.

Additionally, the unit has a partnership with College of Micronesia to prepare teachers after completion of an Associate's degree in the Individualized Degree Plan in Elementary Education. The unit provided three years of data at entry, midpoint and exit. The data show these candidates are performing at Acceptable or above on measures of disposition and GPA. The program graduated 12 candidates in 2011-2012, 28 in 2012-2013 and 24 in 2013-2014.

ASSESSMENT DATA

Both initial and advanced programs use a portfolio for assessment and data collection. The portfolio is begun with admission and is reviewed at midpoint and exit. The initial level portfolio contains an artifact that is created by the candidate to show mastery of each InTASC standard. A rubric is used for evaluation at entry and midpoint. In initial programs, specific rubrics are used for assessments at exit including Impact on Student Learning (ISL), Oral Presentation, Lesson Plan, and Lesson Delivery. The advanced programs use one general rubric for the portfolio assessment.

It was also confirmed in interviews that the unit aligns the assessments and rubric with the InTASC standards, the Guam Teacher Professional Standards and content area standards.

CONTENT KNOWLEDGE

The Elementary program is recognized through the SPA process and has adequate measures for content knowledge. However, Special Education and Physical Education although both recognized with conditions, do not have the requisite measures of content knowledge based on the SPA report. Interview with faculty and unit administrators indicate that the unit has made revisions to the assessment measures and the unit plans to submit the responses to the SPAs.

In the assessment system, Praxis scores are listed as a measure for content knowledge for entry to

clinical practice. Two semesters of means were listed in the narrative. The data were presented with means as a measure at midpoint. The assessment system has three transition points: Entry, Midpoint and Exit. NCATE Standard One requires 80 percent or more of the program completers to pass the content exam. In the IR addendum, the unit reported a corrected pass rate of 93 percent. In interviews, it was stated that Praxis II data are analyzed and used to make program decisions.

For the second measure of content knowledge, the unit uses course grades for evidence. These data were provided for all programs except Elementary Education--Chamorro, Elementary Education--English as a Second Language, and Secondary Education—Agriculture, Consumer Family Science, and Vocational/Technical Education. On site it was verified that these were all programs with no or very low enrollment (e.g. n=1), therefore, no aggregated data are available.

The portfolio requires artifacts from candidates based on each InTASC standard. InTASC Standard Four is related to content knowledge. Each candidate is required to submit an artifact to show mastery of content knowledge. The examples provided by the unit include essay, papers, learning style quiz, and reflections.

For advanced programs, Reading and Administration and Supervision are both recognized and have both been found to have sufficient evidence for content knowledge. The other advanced programs have data from portfolios at midpoint and exit as well as comprehensive exams scores.

In faculty interviews, the instructors stated that the rubrics were aligned to standards and the interviews with candidates confirmed that as well.

Data indicate that 94 percent (n=49) of initial candidates have a GPA of 2.7 or higher. In advanced programs, the average GPA is 3.54 (n=66).

PEDAGOGICAL CONTENT KNOWLEDGE AND KNOWLEDGE AND SKILLS

Onsite evidence for pedagogical content knowledge was provided. For initial programs, the unit provided data from the Lesson Delivery Rubric for all programs. All data were available but data were not disaggregated for Secondary Education content areas. The portfolio rubric also provided data for pedagogical content knowledge.

Although the offsite report indicated that the unit relies heavily on GPA and Praxis scores as a measure of mastery of knowledge and skills, the onsite visit showed several additional measures for knowledge and skills. The unit provided data on Lesson Plan Delivery for initial candidates and the rubric for assessing the portfolio at admission and midpoint. Rubrics and data were provided for exit measures including Lesson Plan, Lesson Delivery, and Oral Presentation.

Advanced programs provided data from the portfolio and comprehensive exams. Interviews with candidates confirmed that they used both InTASC and professional association standards to the benefit of the candidates' mastery of knowledge and skills.

Data indicate that the majority of initial candidates are performing at the target or acceptable level on the above measures, while the majority of candidates at the advanced level are performing at the target level.

STUDENT LEARNING

In the IR, the unit provided data on the Impact on Student Learning (ISL) assignment. In the IR Addendum, the instructions for the assignment were submitted. All of the initial programs provided data from three years on the ISL assignment. Candidates and university supervisors were both able to scaffold

the ISL assignment beginning in the methods class. Candidates were then able to identify larger issues when implementing the ISL in clinical practice. The data indicate that the majority of candidates were performing at the Very Good or Good levels.

With the exception of the Reading program, there were no data on ISL for advanced programs. The unit has indicated other advanced programs are still developing ISLs. For example, SPED has collected data on Fall 2014 interns. Administration and Supervision ISL data will be collected upon the completion of internship for Fall 2014. TESOL has not yet included ISL as a requirement in the program. This is one of the reasons the programs have suspended admissions to TESOL until the program can identify key assessments and align with the TESOL Standards.

DISPOSITIONS

Disposition data for all programs, initial and advanced, were reported. In IR Addendum, the rubric for measuring dispositions was included. It was confirmed through interview that both initial and advanced programs use the Dispositions Rubric. The rubric was developed in 2002 and is still being used. In every course in the unit, each instructor is to evaluate each candidate in that course. The rubric is loaded in LiveText and the data are to be entered there as well.

The data indicate all candidates in the initial programs (n=73) are performing at the Distinguished or Proficient levels on the measures of knowledgeable scholar, effective communicator, and reflective decision-maker. For the advanced programs, all candidates (n=22) are performing at the Distinguished or Proficient levels on the same measures.

ALUMNI/EMPLOYER SURVEYS

Both an alumni and employer survey were included. The employer survey indicated satisfaction with the preparation of the candidates. The alumni survey had more instances of dissatisfaction recorded in the data. The unit states in the narrative that further investigation of the alumni results showed areas for improvement. Data for both surveys were only available for one year. The unit has indicated that the alumni surveys are only completed every five years.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable.

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has made changes based on data in several instances. The Secondary Education program has added two new courses, ED 463 and ED 446. ED 463 is focused on classroom management. Surveys have indicated a need for more instruction in classroom management. Additionally, the program has added a course in inclusion for the secondary education candidates. The English program has changed from a stand-alone program to an emphasis within that program. This has allowed for less focus on

literature and more on the needs of the candidates for classroom teaching. The physical education program has moved from student teaching placement in elementary and secondary to secondary only because of the lack of distinct physical education programs in the elementary schools on the island.

The masters reading program transitioned to an online program in 2012 with a cohort model. This change was made to reach more candidates and facilitate better instruction. Additionally, the masters in secondary education has become a hybrid model with a cohort structure.

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Candidates reflect on their practice and make necessary adjustments to enhance student learning. Interviews with candidates indicated that reflective practice is embedded throughout the initial preparation programs. Faculty members in the initial programs also confirmed that candidates are asked to reflect weekly on their practices and how to better differentiate for the students in their classes.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale
1.Candidate performance assessments in some programs have not been aligned with the standards of specialized professional associations.	The unit has shown alignment of assessments with InTASC and professional association standards.
2.The unit has insufficient evidence to determine whether all candidates in the initial and advanced programs possess the knowledge, skills, and dispositions that the unit has identified as	The unit has provided assessments and data that measure the knowledge, skills and dispositions essential for program completion.

essential for program completion.	
3. The unit's assessments of content knowledge do not provide sufficient evidence of mastery of content knowledge for initial and advanced candidates.	The unit has provided sufficient evidence through Praxis II scores and GPAs with standard alignments to show content knowledge for initial and advanced programs.

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
None	

1.3.c What new AFIs are recommended?

AFI	AFI Rationale
The unit has insufficient evidence of impact on student learning for the advanced programs.	Data are available on the website for Counseling and Reading. Other advanced programs are still developing assessments for impact on student learning.

1.4 Recommendations

For Standard 1

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 2

Standard 2: Assessment System And Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Since the last NCATE review, the unit has worked towards implementing a more effective assessment system to collect and organize data. The assessment system, which encompasses a range of teacher candidate performance indicators beginning with admission criteria and continuing throughout the program and beyond to post-completion surveys, uses internal and external assessment tools to measure both initial and advanced candidate performance and competence. The onsite visit revealed further evidence that the unit has made progress in meeting the standard. Documents show and interviews confirm that a functioning assessment system for the unit is in place; processes and technology are delineated for data collection, analysis, and evaluation; and data collected are used to make program improvements.

As evidenced in the Assessment Data Report (ADR) for fall 2012-2013 and verified during the onsite

visit, all programs at the initial and advanced level have gathered three years of assessment data from their key assessments which are collected, analyzed, and shared with the faculty and other stakeholders for the purpose of improvement. Additionally, during the onsite visit, entry, midpoint, and exit data were provided for the two off-campus programs, the Partnership B.A. in Elementary Education and the Individualized Degree Plan. Key assessment documents that were absent during the offsite review were presented during the onsite visit. Rubrics that articulated the expectations for each assessment were available. The majority of the expectations were clear. The performance descriptors focusing on the dispositions in the Course Diversity Proficiency Rubrics, however, lack specificity. For example, the same expectations were written for all levels of competency in ED300, Educational Psychology, and ED489, Evaluation.

The unit stated in the IR that the decision to pursue external or internal program reviews is left up to the program. For programs who choose not to go through the SPA, the unit has established an internal review. Currently data are being collected and analyzed as the initial step in the process.

Through interviews with faculty, it was confirmed that data from course evaluations are used to improve both personal performance and the performance of candidates. One faculty member stated that candidates expressed concern that course assessments were not being graded and returned in a timely manner. Consequently, this faculty member is working with the technology team to have the course exams online so that candidates can receive more immediate feedback. Another faculty member commented that due to anxiety issues raised by candidates, a research assignment was extended through several courses rather than being implemented in the final course only. This adjustment not only helped relieve tension but also improved the quality of the work submitted by the candidates.

In the IR the unit stated that multiple measures are used to evaluate the efficacy of its programs such as graduate, employer, and alumni surveys. During the onsite visit, evidence was found to verify that program improvements have resulted from analyzing data from the surveys. For example, data from employer surveys drove changes in the secondary education program by adding a special education and a classroom management course. Additionally, the reading program changed their course format from face-to-face to online to reach more candidates. Counseling candidates stated that they wanted more research in their courses since they are doctoral bound. Consequently ED 624, Assessment and Counseling, was added to the program to emphasize research.

Data from multiple sources are used to improve unit operations. For instance, when reviewing entry and midpoint level data presented in the Annual Report, faculty experienced difficulty performing a trend analysis due to inconsistent data. Subsequently faculty identified specific InTASC standards to be used across all programs in the portfolio entries at the admission, midpoint and exit level. Data are now consistent and can be used by faculty to make any adjustments or improvements. A second example of an improvement consists of a revision in the curriculum. Originally Instructional Technology was offered during the fourth year which did not allow the candidates adequate time to apply the technology learned in the course. Consequently a technology course, ED 271 Educational Applications, has been developed for candidates to take in their second year. Faculty reported that, since this change occurred, candidate work is more impressive. Candidates stated that they are learning techniques that they can not only apply in their future courses but can apply later in their own classrooms.

An area of concern cited by the offsite team was the lack of overall documentation to show a clear alignment with the standards in either the course syllabi or the key assessments at both the initial and advanced levels. Several syllabi and assessments used the older version of the InTASC standards whereas others used the new version. Faculty explained that they were currently in transition with the InTASC standards. They stated that cohorts who started the program using the old standards were allowed to continue with that version whereas candidates who entered the program more recently use the new InTASC standards. Syllabi and key assessments reflect this change. Evidence provided onsite

showed that rubrics and assessments were also aligned with professional standards. Through interviews with graduate candidates it was evident that they were familiar with their professional standards. They stated that they provided evidence of standards mastery through course assignments. Assignments, such as portfolio entries, which utilized the professional standards were available onsite.

The IR states that the unit faculty address accuracy in their assessments since candidates are measured on what is taught, and that the content of the assessments are correlated with course syllabi, multiple assessments are administered, and faculty explain program expectations and requirements to all candidates. Candidates confirmed the accuracy of this statement during interviews. Evidence of consistency in the scoring of all initial and advanced programs was presented during faculty interviews. The Admission Committee faculty explained that they have training on how to accurately rate the incoming documents. They utilize multiple readers who regularly meet to discuss the assessments. At least two or more faculty members must read and score an applicant's admission, mid, and exit point assessments. Additionally, faculty members who teach different sections of the same course regularly converse regarding course specific key unit assessments, which also serves to enhance consistency in assessment results. The rubrics are created by the team to ensure that candidates are measured on the same knowledge and skills regardless of who teaches the class, and to ensure that expectations for candidates are clear. Cooperating teachers and university supervisor training is also conducted to ensure fairness and consistency in the assessments that they utilize.

During the on-site visit, the unit provided evidence to show involvement of various stakeholders for evaluating and improving the assessment system. On-campus interviews with faculty and the dean confirmed that the School of Education (SOE) Assessment Committee has distributed the ADR each fall. The ADR reports both initial and advanced teacher candidate data for the different transition points. Data are shared and analyzed during the Fall Faculty Retreat. Additionally, the SOE hosted an Educators Summit in fall 2011 and spring 2013 that included stakeholders from unit, the community, SOE student organizations, unit support and resource representatives, SOE Advisory Council, the University President, and the Guam Department of Education Superintendent. The purpose of the Educators Summit was to engage the stakeholders in the unit's assessment process and to obtain recommendations based on the data reported in the ADR. During interviews faculty stated that curriculum changes have resulted from these meetings. The dean additionally confirmed that the Advisory Committee -- which consists of principals, teachers, and curriculum faculty -- meets quarterly to discuss changes to programs, partnerships, and professional development. An outcome of these meetings has been a partnership with STEM faculty. The SOE Advisory Council, comprised of representatives of the University and the community, has met on a yearly basis to provide input into the assessment system. The College of Natural and Applied Sciences (CNAS) and the College of Liberal Arts and Social Sciences (CLASS) faculty met with the SOE during two collaborative meetings in 2011-2012 to discuss program needs, test results, and student needs. Additionally program faculty stated during an interview that they meet monthly to discuss data and other program issues. An example of a program improvement resulting from these meetings is rubric development and training.

Since the SOE adopted LiveText, both faculty and candidates have access to files housed in this data repository. During the previous NCATE visit it was stated that not all faculty utilized this system. However, the onsite team confirmed that data from all programs are now entered into LiveText. Interviews with graduate candidates confirmed that they have access to data from their own specific course assignments and unit assessments as well as to feedback on their performance levels. Faculty reported that a LiveText workshop is presented to assist them in learning to use the system whereas candidates are introduced to LiveText in ED110, Introduction to Teaching, a mandatory course. Currently classroom supervisors are being trained in LiveText so that they can input and review data. Additionally, the LiveText coordinator provides training and support to faculty and candidates as needed.

The unit's system of maintaining records of formal candidate complaints and resolutions is in compliance with university procedures; and the complains are processed by means of a clearly established university grievance policy. Candidates are notified of their rights in the student handbook and university website. During interviews, candidates stated that they were familiar with the process. The onsite team members verified that formal grievances are maintained within confidential files housed at the Student Center.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable to this standard.

2.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

In the past several years, the unit has worked to address the areas of improvement in the previous NCATE report. The intent of the unit to demonstrate continuous improvement is supported by the following revisions to and improvements in the assessment system for both initial and advanced programs.

Since the previous site visit, different levels of stakeholders examine candidate progress and proficiencies related to programmatic outcomes and key assessments. The data are shared with stakeholders and used to assess overall candidate proficiencies at the points of admission, mid-point, and exit, and to determine how programs can be improved and to ensure the quality of all programs and candidate performances. The recommendations are compiled and reviewed. The following are several of the data-driven changes that have been successfully implemented since the last NCATE review:

- Candidate performance at both the initial and advanced levels is evaluated using multiple assessments at various points throughout the program. There is now a data repository, LiveText, where all assessment data are stored and can be accessed by both teacher candidates and faculty.
- Organized orientations for entry and midpoint were implemented to guide candidates on requirements for artifact submission.
- Specific InTASC standards were identified for candidates to meet prior to entry and midpoint.

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET	AT TARGET
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	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

AFI	AFI Rationale
1.The unit has not taken steps to eliminate bias in assessments and is not working to establish fairness, accuracy, and consistency in its assessment process.	The unit has provided information on how accuracy and fairness are addressed. Consistency in scoring assessments has been addressed throughout the program at the entry, midpoint, and exit levels.
2.The unit does not regularly and systematically collect, aggregate, disaggregate, and analyze candidate performance data to improve candidate performance, program quality, and unit operations.	The unit has made progress in the systematic collection, aggregation, disaggregation, and analysis of candidate performance. Evidence has been provided on how the data are used for the improvement of candidate performance, program quality, and unit operations.
3.The unit has not involved all of its stakeholders in the development of its assessment system.	The unit has provided information on stakeholders' involvement in the assessment system. Evidence was provided to determine how the stakeholders contribute in a systematic way to the regular evaluation of the assessment system.
4.The unit has not aligned its conceptual framework with state or professional standards.	The unit has aligned its conceptual framework with state and professional standards.

2.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
None	

2.3.c What new AFIs are recommended?

AFI	AFI Rationale
None	

2.4 Recommendations

For Standard 2

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Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 3

Standard 3: Field Experiences And Clinical Practice

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

3.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit continues to collaborate with its school partners and professional community to provide field and clinical experiences for both initial and advanced programs. The unit states in the IR that it partners with schools on Guam and the Federated States of Micronesia. The unit has provided documentation that supports the agreements between the unit and several school entities including: the Guam Department of Education, the Catholic Diocese of Schools, the Department of Defense Schools referred to as Domestic Dependent Elementary and Secondary Schools, various private schools, and some secular schools.

School level administrators and the unit's field experience coordinator confirmed in interviews that they share joint responsibility for determining candidate placement and meet regularly to identify what each school can accommodate in terms of observations, practicum, and/or teacher candidates. Classroom supervisors are recommended by the site administrator and then approved by the field experience supervisor. Since the last full visit, forms have been created for field placement which allows the school level administrator and field experience coordinator to have as much information about the candidate as possible to make an informed placement decision. Classroom supervisors report collaborating with the unit to include candidates in half-day professional development, workshops, and other activities to support learning during field experiences and clinical practice.

The unit offers advanced programs in administration and supervision, guidance and counseling, special education, and TESOL. Principal interviews and the IR indicate the principal or supervisor in non-school placements and the field experience coordinator must approve all placements.

Entrance and exit criteria are stated for initial programs in the IR. Candidates must submit the following to the unit to be considered: passing scores on Praxis II Content, Praxis II Principles of Learning and Teaching, minimum 2.7 GPA, and an outside disposition assessment. Specifically, at admissions points, candidates must demonstrate that they meet InTASC standards one, four, and eight with eight artifacts, and at the mid point, the candidates must also demonstrate that they meet InTASC standards three, five, and seven with an additional eight artifacts. Admissions committee members state that the unit screens potential candidates based on the preceding criteria and offers counseling for potential candidates who

were not accepted, but have the desire to improve their application portfolio. At midpoint, candidates have a portfolio review focusing on InTASC standards three, five and seven. At the conclusion of clinical practice, the university supervisor conducts a final review of the teacher candidate utilizing formal observations, evaluation by classroom supervisor, oral portfolio presentation and final portfolio with the remaining InTASC standards. Evidence provided in the addendum describes the addition of an impact on student learning rubric to the oral portfolio presentation.

Interviews with candidates describe many opportunities to participate in education-related school events, such as football games, dances, holiday programs, and parent network meetings. Candidates also state having opportunities to attend Saturday trainings for parents and shadowing high school service learning projects. Interviews with school site administrators indicated that candidates are encouraged to participate as teachers in the school setting. Candidates reported attending faculty meetings, professional development trainings, special education meetings, parent/teacher conferences, and any other committee meeting that the classroom supervisor may have assigned.

Evidence indicates that classroom supervisors must have a minimum of five years' teaching experience at the level and content area, certification, and satisfactory or higher evaluations. In addition to minimum qualifications, classroom supervisors have additional requirements which include attending training on duties, responsibilities and expectations. The classroom supervisor, school principal, unit program coordinator, and field experience coordinator must sign the classroom supervisor selection form before a classroom supervisor can begin working with a teacher candidate. Updates are communicated through university supervisors and the field experience supervisors. Some evidence and interviews indicate classroom supervisors use supportive documentation that reflects the unit's conceptual framework in clinical practice for initial programs.

Evidence provided by the field experience coordinator at the onsite visit outlined the unit's system for ensuring candidates have field experiences and clinical practice with P-12 students from diverse groups. The field experience coordinator collects data regarding all placements, provides the placement data to the dean, and archives information in a database.

The teacher candidate in an initial program must complete a 15-week program. Teacher candidates state that they are supported by the field experience supervisor, the clinical supervisor, and the classroom supervisor. Clinical supervision is provided by unit faculty. Teacher candidates conference daily with the classroom supervisor. University supervisors and teacher candidates affirmed in interviews that formal observations are conducted eight times during the clinical practice. Informal feedback is given via face-to-face conversations, written notes, e-mails, and text messages. Tripartite meetings are held between the clinical supervisor, classroom supervisor, and teacher candidate to discuss each candidate's progress.

Candidates reported learning to build on students' abilities first in theory in methods practicum classes, such as ED 392, then taking it into practice gradually during clinical practice. Candidates reported feeling supported by both classroom supervisors and university supervisors as they begin the process of continuous assessment, reflection, and work towards developing strategies for improving student learning. Candidates utilize weekly reflection logs, classroom discussions, e-mails, and reflective conversations with university supervisors to reflect on what worked well and what should happen next to improve student learning.

Advanced program faculty stated that candidates work on individual projects, although class time is structured for collaboration and reflection. The reflection time is intended to let the advanced candidates work on a common experience together, problem solve, and identify overlapping themes within the discipline.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable.

3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit's initial programs have further developed the rubric for oral presentation of the showcase portfolio, which is part of the exit assessment at the culmination of clinic practice to include an impact on student learning rubric. The unit's initial programs have also incorporated elements of impact of student learning into course curriculum beginning in field work and extending into clinical practice.

3.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

3.3 Areas for Improvement and Rationales

AFI	AFI Rationale
Not applicable.	Not applicable.

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Not applicable.	Not applicable.

3.3.c What new AFIs are recommended?

AFI	AFI Rationale
None	

3.4 Recommendations

For Standard 3

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 4

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

4.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit defines diversity as differences among groups of people and individuals based on race, ethnicity, disability, physical ability, gender, socioeconomic status, language, religious beliefs, political beliefs, age, sexual orientation, and geographic region in which they live. Diversity on the island of Guam is determined by its unique history and people associated with the history, from the majority Chamorros, to Filipinos, people from the Federated States of Micronesia, and other Asians. Because of its strategic military position, the occupations of Spain and Japan in the past has also left their marks on the populations of today.

Diversity proficiencies are articulated in the unit's conceptual framework. The addendum details the diversity proficiencies for the unit and updated course rubrics. All courses have recently updated course syllabi outlining what a candidate should be able to do related to the diversity proficiencies and how that would be assessed. Candidates are assessed on diversity proficiencies in each course. Candidates are

aware of the diverse needs of the students of Guam, including English learners and students with special needs. Candidates speak of the need to be mindful that the perfect lesson may need to be modified to meet learners' needs. A variety of instructional strategies may need to be employed. Classroom supervisors speak of the importance of modeling sensitivity when speaking to the diverse cultural and ethnic communities of Guam and neighboring islands.

The IR and course syllabi affirm that candidates receive a well grounded foundation in ED 192, ED 201, and ED 215 for understanding diversity, including English language learners and students with exceptionalities. University faculty indicate the importance of going beyond textbook experiences for the candidates so they are prepared for the unique population of Guam. Candidates report feeling prepared because in university courses, they are exposed to real world scenarios using examples from the surrounding schools to ensure that the demographics mirror what they may see in the field. Evidence provided onsite confirms the creation of a new course for secondary teachers, ED 463, focusing on classroom management in a diverse society.

The onsite visit confirmed the evidence provided by the unit that indicates candidates interact with unit faculty, both male and female, from at least two ethnic/racial groups. The IR states that all job announcements require the unit to seek applicants from a local, regional, and national pool who possess a global vision and are interested in working in a dynamic, multicultural institution.

The unit indicates in the IR that candidates enroll in initial and advanced programs from many ethnic/cultural backgrounds and speak a variety of primary languages. Data provided in the addendum indicates that the candidate population is 75 percent female, and the racial/ethnic composition is 40 percent Asian, 54 percent Native Hawaiian/Pacific Islander, 3 percent White, and 3 percent unknown.

Evidence provided through school visits, interviews, and during the onsite visit demonstrate that the unit provides experiences with male and female P-12 students from at least two ethnic/racial groups. Candidates stated in interviews that English learners and students with special needs are integrated into traditional classroom settings.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable.

4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has established a peer mentoring program. In ED 384, candidates are trained in student academic counseling to strengthen retention efforts. This program provides mentoring opportunities in ED 110 to help diverse candidates receive support and increase the pool of candidates from diverse and socioeconomic and ethnic/racial groups. This program has doubled in size since beginning in spring of 2014.

Coursework focusing on behavior management in diverse settings in high school has been established.

What areas of the standard are being addressed at the target level?

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Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

4.3 Areas for Improvement and Rationales**4.3.a What AFIs have been removed?**

AFI	AFI Rationale
1. Diversity proficiencies for the unit were not identified.	The unit has identified diversity proficiencies through the conceptual framework.
2. A clear correlation among diversity proficiencies, course content, and assessments was not articulated.	A clear correlation among diversity proficiencies, course content, and assessments was articulated in course diversity proficiency rubrics.
3. The unit and the programs do not evaluate candidates' proficiencies related to diversity.	The diversity proficiencies are articulated in the unit's conceptual framework. The addendum details the diversity proficiencies for the unit and updated course rubrics in exhibit 4.3c. All courses have recently updated course syllabi outlining what a candidate should be able to do related to the diversity proficiencies and how that would be assessed. Candidates are assessed on diversity proficiencies in each course.

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
None.	

4.3.c What new AFIs are recommended?

AFI	AFI Rationale

None.

4.4 Recommendations

For Standard 4

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Faculty qualifications include the criteria for and process of recruiting and hiring faculty of different levels: tenured, tenure-track, and adjunct faculty. The unit has 14 full-time faculty members including eight tenured associate or full professors, three tenure-track faculty members, and three faculty members on contract. Five open rank position searches are in process: Special Education/Early Childhood, Administration and Supervision, Physical Education, Counseling, and Chamorro/Micronesian Area Research Center. At the time of the BOE onsite visit, two positions were being negotiated. Review of the unit exhibits and interviews with faculty and unit administrators indicated that the tenured and tenure track faculty possess terminal degrees in the appropriate fields, while most adjunct faculty hold terminal degrees and others possess vast professional experiences as educators.

The process for recruiting tenure track faculty is provided, and the criteria for recruiting quality faculty are detailed in the Addendum with two examples to hire assistant/associate faculty of Special Education/Early Childhood Education and Physical Education in the official job announcement. In addition, for spring 2014 the unit has a pool of 22 adjunct professors. The hiring of part-time faculty follows the Comprehensive Faculty Evaluation System (CFES) instructional and collegiality criteria. The faculty's required experience and expertise includes their P-12 teaching experiences related to the coursework, teacher candidates' feedback through their field experience, local and national recognition/certification, and their degrees. The university hiring requirements are provided. The hiring of non-doctorate adjunct faculty for Masters of Arts requires a Master's Degree and minimum 5-year successful teaching or related educational experiences. Criteria for school-based faculty (classroom supervisors) who are cooperating teachers assigned by the schools are provided: teaching experiences, certification, and excellence in teaching.

The expectations for and evaluations of professional education faculty are being aligned with the conceptual framework. The addendum explains that the "expectations and evaluation of the professional education faculty are outlined in the University's Rules, Regulations, and Procedures Manual as well as in the Faculty/Board Agreement." The interview with the dean at the onsite visit indicates that the unit is planning faculty evaluation that is meaningfully connected with the three areas of the unit conceptual framework. Faculty members apply a variety of meaningful teacher education pedagogies such as microteaching, case studies, reflective journal writing, etc. The unit uses syllabi and teacher surveys to evaluate faculty's modeling of best professional practices in teaching. On-line or hybrid courses are being implemented as one of the major initiatives in teaching, and the faculty for these courses participate in workshops organized by the university. Using student evaluations, which count for up to 25 percent of a faculty member's total evaluation, the dean evaluates each faculty member's professional practices in teaching. The rankings of the faculty member's teaching evaluation in 2013 are provided. The review of faculty teaching effectiveness is required to follow comprehensive university standards by the CFES document including needs for different program levels, basic areas of instruction, and classroom observations. The adjunct faculty also go through classroom observation and face-to-face teaching evaluations. The department chairs and the dean are involved in the evaluations of both adjunct and full-time faculty. The teaching evaluations for the adjunct faculty in spring 2014 show that six out of eight of the unit tenured faculty's teaching evaluation scores are above their college and university mean score.

The CFES document provides guidance and criteria for scholarship activities that include journal articles, books, position papers, refereed conference presentations and grant involvement. Scholarship is required for reappointment, promotion and tenure. The criteria related to scholarship achievements applied to faculty merits and promotion and tenure were clearly specified.

The unit faculty members are expected to conduct classroom-based research and apply the research to teaching. An example is faculty participation in training programs for Praxis I and three specific subjects conducted by the Educational Testing Service (ETS). Evidence shows that faculty members publish articles and serve on the editorial board for the journal *The Micronesian Educator*. Research is supported by a reduced teaching workload. Adjunct faculty are also encouraged to collaborate with full-time faculty to conduct action research to enhance their teaching.

Service is a key component of the university's mission and is required of full-time faculty. Service activities are evaluated for reappointment, promotion and tenure. Faculty members are expected to participate in a variety of service activities by serving on committees at the university, college, and school levels. Faculty are involved in various professional associations that contribute to the advancement of professional practices in their disciplines. In total, they participate in 20 associations. Additionally, both full-time and adjunct faculty members are reported to be involved in local professional community activities related to elementary, secondary and special education programs and agencies. They serve as judges in science fairs, resource persons in education fairs, facilitators in summer camps, hosts of educational events, and advisors to professional organizations such as the Guam chapters of the Council for Exceptional Children (CEC), Association for Childhood Early Intervention (ACEI) and the unit based FEA (Future Educators of Association).

The expectations for and evaluations of professional education faculty performance for reappointment, tenure and promotion are described by the CFES. The dean conducts systematic and regular evaluations based on CFES. The evaluation process facilitates faculty's professional development because part of the evaluations of their teaching relates to candidates' scores on Praxis II examinations.

The unit provides resources, opportunities, processes, and outcomes regarding the unit's facilitation of professional development. Reported activities include faculty periodic retreats and cross-college meetings regarding the conceptual framework. Financial support from the unit includes funding faculty

attendance of conferences and granting sabbatical leave. Faculty members are encouraged to participate in a LiveText assessment workshop and Moodle training. Faculty members also organize workshops and seminars themselves.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

The unit has demonstrated remarkable evidences for adjunct faculty's qualifications, performance, and development. All the adjunct faculty are hired with minimum five years' teaching and hold a master's degree or above. Except for a small number of retirees, most of the adjunct faculty are full-time educators working in K-12 schools or educational institutions in Guam that are closely related to the unit.

In addition to a recommendation by the full-time faculty based on their knowledge of the strengths of adjunct faculty candidates, the unit requires that the recruitment of adjunct faculty follows rigorous procedures including filling out the application form and/or going through internal interviews in order to identify the courses for which the adjunct faculty candidates have expertise.

Adjunct faculty actively engage in the unit's activities of generating knowledge through action research, course development, and assessment. As Guam has its unique geographic and cultural characteristics, the adjunct faculty are able to engage in dialogues about teaching and learning of teacher candidates and K-12 students at the levels of schools, unit, and the state.

The adjunct faculty's teaching, research, and services are regularly evaluated through peer and student evaluations. They also help the unit to conduct teacher candidates' evaluations using LiveText and other assessment tools. Adjunct faculty collaborate with the full-time faculty's academic activities such as developing courses, syllabi, assessment, unit meetings, etc. Additionally they are also part of the school community and work as liaisons of the university and schools. Adjunct faculty are motivated and committed to the teaching, scholarship, and service for the unit. Because of their unique and meaningful connection with the unit, they have the sense of ownership and thus join in the unit as welcomed and committed team members.

The BOE members observed that the unit provided clear, convincing and sufficient evidence that demonstrates the unit is performing as described in some aspects of the target level rubric for this standard. The unit provides clear requirements for recruiting quality full-time faculty and is significantly increasing the number of faculty recently. The faculty understand InTASC professional standards and university standards and integrate the standards into their research, teaching, and service. The unit is developing hybrid classes to meet the needs of the faculty and students in the virtual environment. The unit offers extensive support for faculty's scholarship and research by reducing the teaching workload and funding conferences and workshops. In 2013, faculty published a number of articles in addition to serving on the editorial board for the journal, *The Micronesian Educator*. The educational unit has begun to provide faculty with sufficient resources, opportunities, and processes for faculty development.

An electronic system, LiveText, has been implemented, and it enables the educational unit to maintain an easily accessible record of faculty and student achievements and accomplishments. The educational

unit is developing a comprehensive system for housing, collecting, and storing information regarding faculty qualifications and accomplishments in teaching, scholarship, service and professional development.

Service is a key component of the university's mission and is required of full-time faculty. Service activities are evaluated for reappointment, promotion and tenure. Faculty members are expected to participate in a variety of service activities by serving on committees at the university, college, and school levels. Faculty are reportedly involved in various professional associations that contribute to the advancement of professional practices in their disciplines. In total, they participate in 20 associations. Additionally, both full-time and adjunct faculty members are reported to be involved in local professional community activities related to elementary, secondary and special education programs and agencies. They serve as judges in science fairs, resource persons in education fairs, facilitators in summer camps, hosts of educational events, and advisors to professional organizations such as the Guam chapters of the Council for Exceptional Children (CEC), Association for Childhood Early Intervention (ACEI) and the SOE based FEA (Future Educators of Association).

The recruitment for adjunct faculty has significantly enhanced the program quality of the unit. Most adjunct faculty's teaching evaluation scores are higher than full-time faculty.

5.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Empty text box for continuous improvement activities and outcomes.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Empty text box for areas of the standard being addressed at the target level.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<i><u>AND</u></i>	<i><u>OR</u></i>	<i><u>AND</u></i>	<i><u>AND</u></i>
There are no plans and timelines for attaining target level performance	There are plans and timelines for attaining and/or sustaining target level performance as	There are plans and timelines for attaining and/or sustaining target level performance as	There are plans and timelines for sustaining target level performance as described in the unit

as described in the unit standard.	described in the unit standard. [BOE specifies which is present and which is not in their findings.]	described in the unit standard.	standard.
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5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale
1. Adjunct faculty members are not evaluated.	The unit provided data of the annual evaluations of adjunct faculty derived from student evaluations and peer evaluations. The unit provided the files of evaluations during the onsite visit. Department chairs and the dean also meet all adjunct faculty members to discuss the evaluation results.

5.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
None	

5.3.c What new AFIs are recommended?

AFI	AFI Rationale
None	

5.4 Recommendations

For Standard 5

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Movement Toward Target (developing or emerging)
Advanced Preparation	Movement Toward Target (developing or emerging)

Standard 6

Standard 6: Unit Governance And Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The SOE is the professional education unit for the University of Guam. The SOE consists of the administrative office of the dean who is the chief academic officer of the unit, and who is supported by seven members who assist with operational processes of the SOE. The Addendum provided clear explanation of the responsibilities of the dean for the planning, delivery, and operation of all programs through three documents: the current position description for the dean of SOE (2011), the SOE Academic Affairs Committee By-Laws, and the university-wide protocol for program/course approval for new, existing, and review of degree programs at both the graduate and undergraduate levels with SOE.

According to the position description for the dean of SOE (2011), the dean "reports directly to the Senior Vice President, Academic and Student Affairs," is expected to "exercise vision, ethical leadership and advocacy in academic affairs, scholarly and service activities of the School," and is also responsible for "policy implementation, faculty and employee supervision, class scheduling, load assignments, and general management of all activities related to the operation of the School of Education and for providing student and staff services in support of academic programs."

According to the university protocol, the dean "is involved at the final formal review and approval before going through the external review. For a new proposed program, the dean works with faculty to determine the need for the program and the evidence to support it."

The SOE includes an Administrative Officer, two Division Secretaries, a Program Coordinator, a CAEP Extension Assistant, an Instructional Technology Extension Associate, and an Administrative Assistant. Four SOE Standing Committees govern the unit: (1) Academic Affairs Committee (AAC), (2) Graduate Committee, (3) Assessment Committee, and (4) Admissions Committee. These committees support the seven undergraduate degree programs, the three graduate programs (with the M.Ed. program having five program specializations), and the two regional programs: Partnership Program and Individualized Degree Program, offered by SOE.

The SOE has two major divisions of academic programs: (1) Teacher Education and Public Service (TEPS) and (2) Foundations, Educational Research, and Human Services (FERHS). Each elected division chairperson serves a two-year term. They receive compensation each semester for their roles and responsibilities. The divisions hire support staff to ensure the flow of business with faculty. Currently the University of Guam President has initiated a "Good To Great" reform movement, which has involved all members of the UOG community. As a result, a major restructuring will be completed over the next five years. The change will revitalize, renovate, and streamline all UOG degree programs.

The SOE collaborates with the College of Liberal Arts and Social Sciences (CLASS) in coordinating a UOG Annual Regional Language Arts Conference. They share the products of research and teaching. The SOE also supports two off-campus programs that serve the Federated States of Micronesia (FSM) through a partnership program with the College of Micronesia (COM), the 2-year community college program in FSM and through the Individualized Degree Plan (IDP). Governance of the partnership program enacts the standards for on-campus Elementary Education candidates and ensures the same rigor by following the SOE Conceptual Framework. The IDP is designed for regional in-service teachers who wish to obtain an undergraduate degree in education from the University of Guam.

Exhibits for Standards 6.3.c offer the policies, procedures, and practices for candidate services such as counseling and advising. The unit uses WebAdvisor and the Triton Portal option on the University's website to track faculty advising assignments and activities. Although the Self Study does not provide published information about unit programs, and access to student services and advising, the website, <http://www.soeuog.x10.mx/advisement.html#>, includes the information of advisement philosophy, undergraduate programs, and graduate programs.

The institution's fiscal year budget is driven by enrollment and program needs. SOE had 540 undergraduate and graduate students during academic year 2012/2013. SOE has received stable and sufficient budgets in 2012-2014. In addition to the regular budget allocations, the unit is also able to generate non-appropriated funds, tuition, revenues from intersession and summer courses, regional contracts, and grants and other contracts to adequately support on-campus and clinical work essential for the preparation of professional educators.

The SOE follows the policies, procedures, and practices governing faculty workload for the University and located in the Rules, Regulations, and Policies Manual and the Board-Union Agreement. Full-time faculty members must teach 12 credit hours of lectures per semester unless given release time when considering their research activities and/or service such as committee chair, program coordinator, or other similar academic non-instructional support functions. Each full-time faculty maintains office hours totaling at least six hours over at least three business days. The SOE has a pool of 22 adjunct faculty. The Addendum explained that the Board of Regents-Faculty Union Agreement determines the workload for the adjunct faculty. They teach no more than two courses each semester. They are monitored at four levels: meeting the criteria by the University's Human Resources; review and approval by SOE appropriate Division; Student Evaluations; and Adjunct Faculty Peer Evaluations through classroom observation.

To respond to 2011 AFI, "Most faculty workload exceeds the contractual requirement for 12 units of teaching per semester (4 courses), thus interfering with research and scholarly activity productivity," the unit has increased the number of qualified adjunct faculty, and initiated a policy to limit faculty overload and no adjunct faculty is teaching more than two courses each semester. Interviews with faculty and unit administrators, and examination of faculty workload in the current semester indicate the overload issues has been successfully resolved.

Full-time faculty members receive funding from two different levels. At the school level, each faculty is allotted \$500 per semester for research and professional development activities. At the university level, the Faculty Travel Grants are based on a formula to allow faculty to attend conferences with the amount ranging from \$1050-\$2100. The university will make an effort to increase funds for the faculty travel for academic conferences and/or activities.

The unit has adequate facilities and support staff to support teacher candidates in meeting standards required for a teaching credential. All seven classrooms are equipped with TVs, multimedia players, white boards, and bulletin boards. The two computer labs are equipped with interactive whiteboards with presentation software to provide candidates with innovative learning experiences and novel ideas for class delivery. The Addendum provided sufficient information about the use of two computer labs for enhancing teaching and learning. Faculty use the labs to teach with access to Internet and multi-media; candidates use the labs to develop projects and complete course assignments. The labs are also used for the candidates of English as a second language to improve their pronunciations. The survey in fall 2014 and interviews with faculty showed that a majority of faculty use computers, multi-media projectors, presentation software, email, LiveText, and Moodle. The faculty used the technological resources to do research and write grants and, as a result, present their research at conferences or on campus and publish articles.

In 2013, the unit bought 18 laptops and five projectors for full-time faculty. The university library is used to meet the needs of faculty, staff, and students by providing traditional sources. The library has the Academic Search Complete database including access to curriculum, education, and multiple subject articles with approximately 12,000 abstracts and 8,000 full-text articles available to both faculty and students.

The university provides the upgraded technological resources such as the WebAdvisor and Triton Portal

options available on the university's website to serve faculty, staff, and student needs. At the SOE level, the upgraded technology allows teacher candidates to develop competency in the use of technological options for classroom instruction and organization. The Addendum provided information about how faculty, staff, and candidates use the technological resources for teaching, learning and research. The Addendum and interviews with faculty showed that SOE has been a leader in the technology integration beginning in 1970s such as establishing the Individualized Degree Program system and has delivered Special Education graduate programs through hybrid courses since the mid-1990s. LiveText is used for e-portfolio and the program assessment. In a recent survey in 2014, candidates use technology such as laptops, projectors, emails, presentation software, LiveText, e-gradebook, and video conferencing. Candidates reported that they would like to learn more about LiveText, e-gradebook, and video conferencing to enhance their learning.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable.

6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit provides a comprehensive analysis of its strengths and the areas in which it perceives that improvement has been achieved in unit governance and resources. The reported information indicates clear roles and responsibilities for the dean and other administrative personnel in the dean's office and the two divisions. The SOE collaborates with the College of Liberal Arts and Social Sciences (CLASS) on campus. The SOE also supports two off-campus programs that serve the Federated States of Micronesia (FSM) through a partnership program with the College of Micronesia (COM) and through the Individualized Degree Plan (IDP). As a result, a Bachelor of Arts degree in Elementary Education is built on the collaboration between the SOE and the COM.

The institution supports release time for full-time faculty to do research. The workload for faculty and the time release policy allow faculty to engage in teaching, research, and service. The university will make an effort to increase funds for the faculty travel for academic conferences or activities. The evidence indicates that sufficient funding is allocated to support candidates, faculty, and staff. The overload issue identified in the last NCATE review was resolved using a three-pronged approach as described in the IR.

Information technology is designed to enhance instruction and research. The WebAdvisor and Triton Portal options allow students to view their academic records, status of enrollment, financial aid, and other pertinent information for candidates. They also enable Faculty and Administrators to have access to their employment records, employment forms, employment status, and other relevant information.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

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Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

6.3 Areas for Improvement and Rationales**6.3.a What AFIs have been removed?**

AFI	AFI Rationale
1. Most faculty workloads exceed the contractual requirement for 12 units of teaching per semester (4 courses), thus interfering with research and scholarly activity productivity.	The SOE has increased the number of qualified adjunct faculty; proposed a policy to allow overload only if the faculty member is involved in research, and encouraged faculty to take research allocations which will limit the number of courses they teach. The Addendum and the follow-up interviews provided evidence that these steps are satisfactory to remove the AFI.

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
None	

6.3.c What new AFIs are recommended?

AFI	AFI Rationale
None	

6.4 Recommendations**For Standard 6**

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

IV. Sources of Evidence

Documents Reviewed

See the attached list.

Persons Interviewed

See the attached interview agenda and participants.

Please upload sources of evidence and the list of persons interviewed.

List of Exhibits
Interview Agenda
Interview Participants

See **Attachment** panel below.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

Please click "Next"

This is the end of the report. Please click "Next" to proceed.