Qualitative Data for Analysis of the Undergraduate Second Language/Elementary Education & Secondary Education with English as a Second Language Specialty

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1. External Recognition and Measures of Quality of the Programs

A. External Recognition

* The major mission of the School of Education (SOE) is to provide pre-service teacher education to meet the education demands of Guam as well as to provide for the region as a whole. (See the Undergraduate Catalog, p 81)

* SOE undergraduate programs have achieved a national recognition in the areas of teacher preparation and education. SOE was accredited by the National Council for Accreditation of Teacher Education (NCATE) in spring, 2007. The NCATE Standards 1, 3, 4, 5, & 6 were met, except for the Standard 2: Assessment, which is to be reevaluated with a focus visit in Spring, 2009. The undergraduate Second Language/Elementary Education and Secondary Education with English as a Second Language Specialty (hereafter, "the programs") also met all the five standards that the SOE met.

* Given the information related to the SOE NCATE report ("Fact Book"), there is some qualitative data available concerning the examination of the programs. It seems that the undergraduate Second Language/Elementary Education might have been considered or/and reviewed as Elementary Education. The undergraduate Secondary Education with English as a Second Language Specialty might have been considered or/and reviewed as Secondary Education. (See the Attached A)

B. Measures of Quality of the Programs

* To meet the educational needs of Guam, the programs provide courses aligned with the Guam Public School System (GPSS) certification requirements for teaching Elementary and Secondary English as a Second Language (ESL) students on Guam. This indicates that faculty has established a local partnership agreement with the school district.

* The program faculty is associated with professional organizations relevant to the programs and has demonstrated their leadership at the local, regional, national, and international levels. They have participated in the conferences and served on committees through diverse services, such as a proposal reviewer, a manuscript editor, or a program evaluator. They have worked on and submitted their manuscripts for publications.

* SOE has two computer labs equipped with hardware and software as well as the Internet and multimedia resources. The labs and educational programs support the students (hereafter, "teacher candidates") to use and develop technology-enhanced instructional skills. The teacher candidates in the programs are required and trained to perform and demonstrate their abilities and skills to incorporate computer technologies into their lesson planning and implementation processes.

* More importantly, the teacher candidates are required to record, document, manage, and maintain their professional portfolios using the web-based technology, LiveText. Their educational performance and outcomes are evaluated and assessed with the artifacts on the LiveText. It is obvious that the wide and consistent applications of technology to teacher education and training programs are measures of the strength and quality of the programs.

2. Revised Courses Outlines to Reflect Both the Programs and (unapproved) Student Learning Outcomes as well as Assessment Plan in Place

Second Language/Elementary Education

Course Number and Title	Standard Alignments and Assessment
ED 280: Introduction to Bilingual/Biculturalism	SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards
ED 385 A, B, & C: Structure of the Language	SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 480: Second Language Curriculum and Materials Development	SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 481: Second Language Teaching Methodology	SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 492: Practicum in Student Teaching	SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.

Secondary Education with English as a Second Language Specialty

Course Number and Title	Standard Alignments and Assessment
ED 280: Introduction to Bilingual/Biculturalism	SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards
ED 480: Second Language Curriculum and Materials Development	SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 481: Second Language Teaching Methodology	SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.
ED 492: Practicum in Student Teaching	SOE conceptual framework, NCATE, GPSS curriculum standards, GPSS teacher standards, INTASC standards.

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

The programs are committed and contributed to the University's and School of Education's missions through the student training and education program. The mission of University – *"to enlighten, to discover, to serve"* is addressed in the Program statement. *"To enlighten"* is to equip appropriate knowledge, skills, and disposition; *"to discover"* is to find ways to achieve success in promoting student learning. The mission of the School of Education is to *produce teachers who are equipped with the appropriate knowledge, skills and disposition needed to achieve success in promoting student learning; and who are attuned to the varied cultures and learning styles of the region and to do so in sufficient quantity to meet the increasing demand for such teachers.*, and *"to serve" is to meet the increasing demand for teachers in the region.* Based on the missions of the University and School of Education, the programs focus their efforts on achieving student-centered training and educational programs for all the students -- from the entry to exit level students.

4. Support of Strategic Initiatives (Which ones and how)

A. Academic Quality

* The courses in the programs are being revised and developed to meet and align with the following national, regional, district, and the SOE standards: SOE Conceptual Framework, NCATE, INTASC, and the Guam Public School System.

* Student learning and performance are documented, demonstrated, and evaluated using the SOE web-based software, LiveText from admission through graduation.

* Implementation of quality academic programs are monitored and measured through student progress from admission through graduation: successful completion of Praxis I prior to admission to SOE and Praxis II prior to admission to Student Teaching.

B. Student Success

Enrollment and Completion of the program by semester

Status	Academic Year				
	Fall, 2001	Spring, 2003	Fall, 2003	Fall, 2004	Spring, 2006
SE/Elementary					
Admission	1				
Completion			1		
Secondary/ESL					
Admission			1		1
Completion				1	

5. Meeting Student and Regional Needs (Evidence to Support These)

The university is a land grant institution that serves the local community. The programs provide services with both the students in the programs at the university and those who transfer from other institutions in the region with courses and training that lead to teaching certifications in the region. This supporting system is made possible through systematic and consistent consultation and academic advisement as well as the individualized education program and services.

The programs work collaboratively with other academic institutions and educational agencies in the region. They continue to make efforts to establish and maintain a partnership with the GPSS and private and public schools through the SOE's Internship and Student Teaching programs. These mutual efforts and commitment are made to provide the district and regions with quality teachers and educators who meet the needs of the students.

In addition, the programs reach out to the community, and beyond. The students take initiatives of and are involved in professional development activities. For example, several students in the programs are scheduled to share and present their working knowledge and skills at the local conferences and provide training workshops concerning the education of students and teachers in the community, and beyond.

6. Completed Program Reviews, with Recommendations Acted upon

The programs are currently being reviewed. There is no clear indication that the programs have been reviewed and reported. Therefore, there is an indication of neither the recommendations acted upon, nor the actions taken.

Admissions

GPA

Table 1

Program	N	n	Average	Range
ECE	22	22	3.19	2.73-3.86
ELEM	26	26	3.23	2.77 -3.64
SEED	16	16	3.22	2.74-3.81
PE	4	4	3.51	3.39-3.72
SPED	8	8	3.45	2.71-3.72
SOE	76	76(100%)	3.24	2.59-3.86

Content Knowledge KS1
Transcript Rubric Form E1

Table 2

Program	N	n	U	A	T
ECE	22	19	0 (0%)	9 (47%)	10 (52%)
ELEM	26	17	1(6%)	11 (65%)	5(29%)
SEED	16	15	5 (33%)	9 (60%)	1 (6%)
PE	4	4	0 (0%)	3 (75%)	1 (25%)
SPED	8	6	0 (0%)	3 (50%)	3 (50%)
SOE	76	61 (80%)	6 (10%)	35 (57%)	20 (33%)

Professional Knowledge KS2
Transcript Rubric Form E1

Table 3

Program	N	n	U	A	T
ECE	22	19	4 (21%)	10 (53%)	5 (26%)
ELEM	26	16	3 (19%)	12 (75%)	1 (6%)
SEED	16	15	0 (0%)	9 (60%)	6 (20%)
PE	4	4	0 (0%)	2(50%)	2(50%)
SPED	8	6	0 (0%)	3 (50%)	3 (50%)
SOE	76	61 (79%)	7 (12%)	36 (60%)	17 (28%)

Adaptations and Innovations RD1
Transcript Rubric Form E1

Table 4

Program	N	n	U	A	T
ECE	22	19	2 (10%)	14 (75%)	3 (16%)
ELEM	26	16	0 (0%)	12 (75%)	4 (25%)
SEED	16	15	0 (0%)	12 (80%)	3 (20%)
PE	4	4	0 (0%)	2 (50%)	2 (50%)
SPED	8	6	0 (0%)	5(83%)	1(17%)
SOE	76	61 (79%)	2 (3%)	45 (75%)	13 (22%)