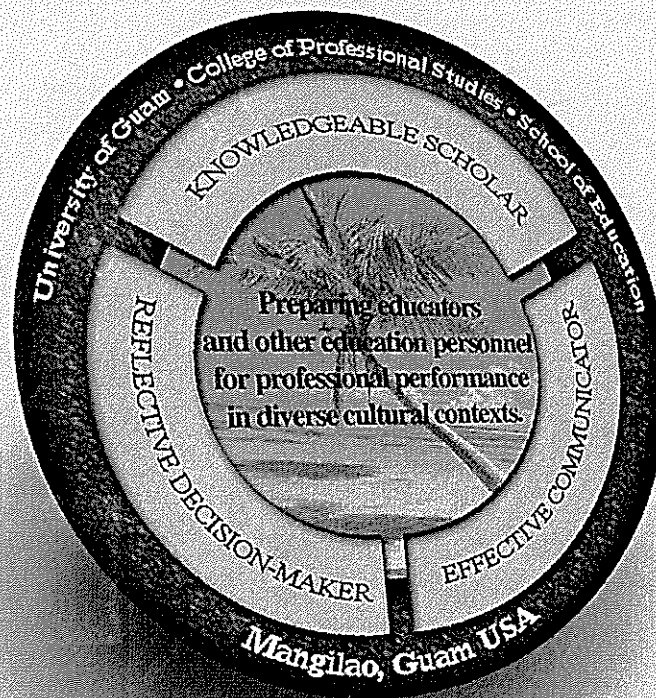


School of Education CANDIDATE ASSESSMENT MANUAL for Undergraduates



Purpose:

Candidates are continuously assessed throughout the programs (i.e.: Elementary, Secondary, Special Education), against a variety of criteria, i.e. :INTASC, SPAs. Given this variety, what is common throughout all courses and programs is the Conceptual Framework. This assessment manual is designed to collect CONCEPTUAL FRAMEWORK data on candidate performance levels of at the three transition points.

Data on candidate progress is collected at three transition points:

ENTRY-	Application to the School of Education
MIDPOINT-	Application for Student Teaching
EXIT-	Graduation
FOLLOW UP-	Annually

Summarized description of the Assessment System.

The core of the Unit Assessment System is evaluation of candidate performance and Unit operations. Candidate performance is assessed using multiple assessments from internal and external sources at key transition points. These transition points include admission, mid, exit point, and follow-up assessments. Admission assessments for teacher education candidates in the initial programs include GPA, transcripts, portfolio, writing sample, PRAXIS I, and evaluation of dispositions. At the midpoint, assessments include GPA, portfolio, course performance assessments, PRAXIS II, application to student teaching, and evaluation of dispositions. Exit assessments include portfolio and supervisor evaluations. At the advanced level, admission assessments include an essay on accomplishments, interests, and goals, GRE scores, GPA, Form-A , and evaluation of dispositions. Midpoint assessments include content, pedagogical content (if applicable to the program), and professional knowledge assessments which are program specific, as well as evaluation of dispositions. At the exit point, assessments include written comprehensive exam/portfolio, thesis or special project for those candidates on the thesis/special project track, and Form-B verifying that all requirements for graduation have been completed. Beginning fall 2009, all graduate programs will require the PRAXIS II as an exit requirement.

The Unit operations are assessed via UOG program self-studies, faculty evaluations, and the Comprehensive Evaluation System (CFES) that requires faculty to reflect upon his/her performance in teaching, research, and service, to determine if the current year's goals have been achieved, and to set appropriate goals for the next academic year, as well as survey data. Surveys collect data from alumni and employers annually. In addition, each semester candidates in student teaching and internship settings evaluate their program experiences.

University of Guam
School of Education

Assessment Calendar

Evidence Source	Evaluated by	Frequency
Candidate Assessments		
Praxis I	Admissions Committee	Entry
Writing Sample	Admissions Committee	Entry
Disposition Rubrics	Admissions Committee	Entry, Midpoint
GPA	Admissions Committee	Entry, Midpoint, Exit
Portfolio	Admissions Committee, Advisor	Entry, Midpoint, Exit
Course Perform. Assessments	Instructor	Semester
CE Course Assessments	Instructor	Semester
Exit Survey- Self Assessment	Candidates	Exit
Cooperating Teacher Evaluation	Practioners	Exit
Program Assessment		
Program Review	UOG Peers	Every 4-5 years
Exit Survey	Teacher Candidates	Semester
Classroom Supervisor Survey	Practioners	Semester
Employer Survey	Principals	Semester
Unit Assessment		
WASC Accreditation	National Organization	Every 4 years
P&T of Faculty	UOG Peers	4-5 years
Candidate Evaluation of Faculty & Courses	Teacher Candidates	Semester
Annual Goal Setting	Administrator	Annually

Conceptual Elements

Candidate assessment revolves around the Conceptual Framework of the School of Education.

Shared Vision

Development of the Conceptual Framework, from the onset, involved all SOE faculty members, as well as stakeholders from within and outside the UOG community. This broad involvement guaranteed input from all constituencies and insights from a wide range of professional experiences based on the notion that a system developed by individuals who feel ownership for the process is more likely to succeed. In 1999, a rudimentary draft was developed and discussed in meetings of the Conceptual Framework Committee comprised of the College of Education (COE) faculty and the Dean. The Committee engaged in considerable discussion centering on beliefs and philosophy that set the stage for the first draft of the Framework. The Committee distributed draft copies of the Framework to the SOE National Council for Accreditation of Teacher Education (NCATE) team at that time, to the faculty, the COE's Academic Affairs Committee (AAC), and representatives from the Guam Public School System (GPSS) and the Catholic Schools.

In 2001, the themes and ideas in the draft Conceptual Framework were further developed, refined, and revised into a final version by a small working group of the SOE (formerly the COE) faculty and the Dean, with input from the NCATE consultant, students, and other stakeholders. During that time, the graphic representation was created, and after collaborative efforts between faculty and students a final model emerged. Since then the Conceptual Framework has been put into use, guiding discussion about assessments, dispositions, candidate performance, and the quality of school partnerships. It has also inspired greater faculty collaboration and collegiality. From the rudimentary draft in 1999 to final draft in 2001, the Conceptual Framework has been and continues to be a shared and powerful vision.

Furthermore, the SOE shared the Conceptual Framework in meetings with the Dean of the College of Liberal Arts and Social Sciences (CLASS) and the CLASS AAC, the faculty and Administrative Chair of the School of Nursing, Social Work and Health Sciences (SNSWHS), and the SOE Advisory Council. Copies of the Conceptual Framework have been distributed to key faculty and administrators of the College of Natural and Applied Sciences (CNAS) and the School of Business and Public Administration (SBPA). Students and faculty across the campus were invited to sessions at the UOG Lecture Hall to learn about NCATE and the Conceptual Framework. A large contingent of high school students from the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP), many of whom are interested in attending SOE, participated in the sessions. All attendees received copies of the Conceptual Framework. The SOE faculty made it a point to discuss the Conceptual Framework with their students and to provide packets containing information about NCATE and the Conceptual Framework. A course was developed to introduce students to NCATE, the Conceptual Framework, and LiveText for online portfolios.

The School of Education believes that an effective educator (and all other education personnel) must possess the knowledge, skills and dispositions necessary to carry out the roles of facilitator, collaborator, motivator, manager, mentor, evaluator and change agent (Brubacher & Simon, 1993). The development of knowledge, skills and dispositions draws from the various activities in each program intended to assist candidates to become knowledgeable scholars, effective communicators and reflective decision-makers.

Knowledgeable Scholar

For the first dimension of SOE's conceptual framework, the School of Education prepares teachers and other education personnel to become knowledgeable in content, pedagogy and technology. Service learning and ethics are also emphasized and developed.

Teachers and other education personnel should be well-educated individuals who possess:

- 1) general education knowledge and subject-matter content knowledge provided by liberal education,
- 2) content and professional knowledge provided by the foundation core, and
- 3) pedagogical content knowledge provided by curriculum studies and field experience, that can be integrated to create learning opportunities to meet the needs of *all* students. Equipped with a strong knowledge-base, teachers and other education personnel will be able to provide learning environments that:
 - a. respect diversity, collaboration and shared responsibility, and
 - b. promote high levels of achievement and quality for all their students.

- ***KS1. Content Knowledge***

The knowledgeable scholar is skilled in the art and science of learning, in both the intuitive and research-driven knowledge and practices. These include knowledge of facts, concepts, and procedures that define a given field and understanding of how these pieces fit together and apply to real life situations. Included in this schema is knowledge about knowledge - where it comes from, how it grows, and how truth is established (Anderson, 1988).

- ***KS2. Professional & Pedagogical Knowledge***

The knowledgeable scholar is familiar with theories and best practices of teaching and learning. The scholar proceeds from the background of information available in the professional literature and acts to appropriately sort out findings and conclusions for application in the context of practice. Concepts and available theories challenge the knowledgeable scholar to advance knowledge that is grounded on theory and research.

The knowledgeable scholar has a special blend of knowledge and pedagogy and their translation to curricular events (Shulman, 1987). The knowledgeable scholar understands the major concepts that are central to the subjects being taught and can relate the knowledge of one discipline to another subject matter while being sensitive to cultural influences within and across cultures (Smith, 1991).

The knowledgeable scholar knows and learns about the background and experiences of students and their influences on learning. Equipped with this knowledge, the scholar plans learning activities that are appropriate and relevant to the needs and experiences of the learner that are aligned with local and national standards of excellence. Continual growth occurs as the knowledgeable scholar applies course content through an experiential knowledge base extracted from supervised practice and experiences in school and community settings.

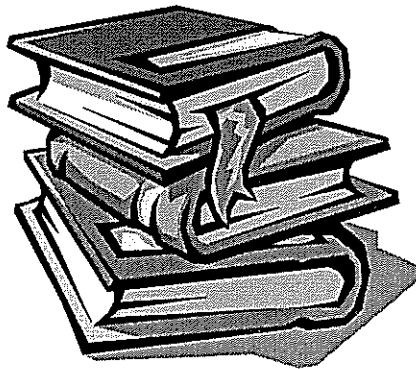
- ***KS3. Technological Knowledge***

The knowledgeable scholar uses technology to engage in professional development and continuous learning. The scholar uses technology as teaching and learning tools for professional growth. The knowledgeable scholar applies technology for effective assessment and evaluation strategies. Technology resources are utilized to collect and analyze data, interpret results and communicate findings to improve instructional practices and maximize student learning.

- ***KS4. Service Learning, Ethics & Social Responsiveness***

The knowledgeable scholar's role is to serve the local community through the practice and spirit of collegial sharing. Learning from service strengthens one's 'ethic of care'. Serving others helps develop empathy and social responsibility (AACTE, 2002). The knowledgeable scholar "participates in organized service activities to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Hatcher, 1995).

The knowledgeable scholar is guided by the ethics of service and professional practice. The scholar protects and defends human subjects in addition to interacting with others in the spirit of what is best and appropriate in the context of practice.



Effective Communicator

Teachers and education personnel have the responsibility to build learning communities. The effective use of communication is essential in building a community of learners and networking with parents and members of the community. Within the classroom, effective communication is a powerful tool for student learning. Outside the classroom, on-going conversations with parents, other teachers, administrators and staff about student learning also necessitate the use of effective communication. Therefore, teachers and education personnel need to develop competencies of an effective communicator within a variety of contexts (Routman, 2000).

The second dimension of SOE's conceptual framework is the effective communicator. Effective communication is possible only when adequate skills are built up in its component parts.

- ***EC1. Verbal/Nonverbal Skills & Language Processes***

The fundamental purpose of verbal and nonverbal forms is to communicate knowledge and strategies that can be used to help learners become more literate in the subject area. The effective communicator helps learners become more motivated with skillful use of verbal and nonverbal forms.

Skilled in verbal and nonverbal forms, the effective communicator is able to deliver a clear message. He/she uses an appealing medium. The message is what is transmitted and the medium is how it is transmitted.

The effective communicator uses language processes to enhance learner ability to cope successfully with subject matter materials. Readence, Bean and Baldwin (2001) believe that all language processes can be utilized as means to approach learning through reading, speaking, listening, writing and viewing. Research on writing (Tierney & Shanahan, 1991) has further pointed out the interconnections between reading and writing and has suggested that reading be viewed as a composing process. In effect, writing, listening, and speaking become additional tools to teach content.

The effective communicator uses the receptive language processes of reading and listening and integrates them with the expressive processes of writing and speaking to continually promote thinking and learning with content materials.

- ***EC2. Adaptability***

The effective communicator tailors instruction by adapting presentations to the needs, abilities and experiential backgrounds of the learners. The inclusion of prior knowledge into the development of a solid knowledge base is necessary. Thus, learners are encouraged to bridge what they already know to what they ought to know. The effective communicator

constantly monitors comprehension through various interaction methodologies. Thus, the effective communicator further clarifies, probes and enhances understanding and learning.

- ***EC3. Interpersonal Skills***

The effective communicator is committed to the development of positive relationships with people. He/she is sensitive to learners by creating favorable environments for learning, recognizes diversity and makes provision for it, and encourages active learner involvement.

The effective communicator is a professional collaborator whose interpersonal skills are used in team building. Teamwork is the ability to work together toward a common vision and the effective communicator brings everybody to this end.

The effective communicator seeks ways to work effectively with parents and other community members. Exploration and establishment of links with the community are powerful resources for teaching and learning.

- ***EC4. Affective Skills***

The effective communicator displays passion in his/her profession. This passion creates a climate of understanding and concern for others. This is accomplished by listening carefully, responding thoughtfully, and presenting a supportive demeanor which encourages others to express themselves. The effective communicator is caring, emphatic and assertive without being aggressive or judgmental.

The effective communicator appeals to the whole person. The messages conveyed touches the mind, heart, spirit and culture of the learners. The message inspires the reflection to bring about needed changes in attitudes, values, beliefs, and behaviors.

Therefore, the effective communicator is a caring and skillful professional who applies traditional and contemporary communication strategies to make a difference in a diverse society.



Reflective Decision-Makers

Effective teachers and education personnel reflect on their own learning, their teaching and work with students, and on student learning. They use their reflections in making wise decisions that are intended to inform practice, reach consensus, and bring about change. Reflective decision-making is basic to life-long learning. As members of learning communities, teachers and education personnel are responsible for their own professional growth and development. Continuous engagement in research activities, reflection-in-action and reflection-on-action lead to improved practice. The process of reflective decision-making is a powerful catalyst for bringing about a continuity of consistence in the service they provide to the community, which in turn, leads to further improvement in their chosen profession.

In the third dimension of COE's conceptual framework, the professional educator is viewed as a reflective decision- maker who constantly make thoughtful decisions in all aspects of work. The reflective decision maker is a professional who recognizes teaching as "the process of making and implementing decisions before, during, and after instruction – decisions that, when implemented, increase probability of learning" (Hunter, 1994).

- ***RD1. Adaptations and Innovations with a Holistic Perspective***

A professional educator is a reflective decision-maker who is thoughtful and has the disposition to critically "analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on one's professional thinking" (Colton & Sparks-Langer, 1993). The reflective decision-maker is skilled in adapting to changing situations and bringing innovations that are relevant, necessary and appropriate to benefit everyone concerned.

Critical analysis and synthesis constitutes yet another very important aspect of the reflective decision-maker's professional life. Critical analysis involves taking a critical look at biases, prejudices, discriminations, distortions, and misrepresentations that may be present in one's attitude, language, teaching approaches, and selection of learning materials. The reflective decision-maker explores diverse views on a given subject before drawing conclusions to ensure all perspectives are considered and used.

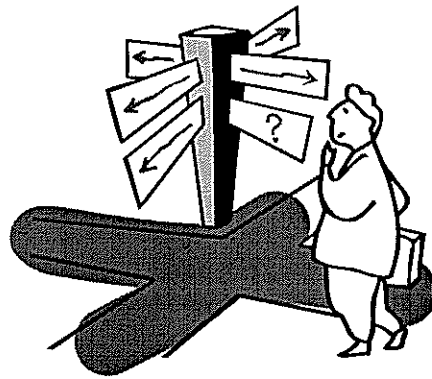
A reflective decision-maker seeks to understand things in their connected whole and critically judges matters only after a thorough knowledge of them has been achieved. He/she is careful not to present concepts without synthesizing them into a coherent whole for easy and efficient understanding.

- ***RD2. Accountability for Student Learning***

The reflective decision-maker has a high sense of accountability to the public and the community for the service he/she provides. The reflective decision-maker is responsible for evidence of what students know and are able to do. He/she uses multiple assessments to understand and interpret students' total performance.

- ***RD3. Self Evaluation and Professional Growth***

Self-evaluation is an essential element in the life of a reflective decision-maker. Self-evaluation involves a critical analysis of one's professional life to determine where improvement and growth are needed. The reflective decision-maker promotes growth and change in others, as well as, improvement of self. Self evaluation is a continuous process aimed at making the professional a better practitioner.



Dispositions

Knowledgeable Scholar

Commitment to Learning (one's own and student learning)

1. Attends class regularly
2. Takes personal responsibility in doing, completing and submitting assignments
3. Accepts constructive criticisms for one's own learning
4. Makes effort to improve instructional practices to promote student learning

Effective Communicator

Willingness to Communicate Enthusiastically

1. Uses appropriate verbal and non-verbal language
2. Listens actively when communicating
3. Loves to communicate appropriately

Reflective Decision-Makers

Sensitivity to Diversity

1. Displays respectful interactions with others
2. Makes statements appreciating diversity
3. Provides accommodation to diversity

Entry

Application to School of Education

To be considered for admission to the School of Education, candidates must have:

1. Completed a minimum of 54 semester hours which include ED110, ED192, EN110, EN111, CO210, MA110, PY101 and one science course.
2. Cumulative GPA of 2.7 or higher
3. Official Praxis scores for Reading, Writing & Math.

Procedures:

1. Candidates complete an application portfolio for submission to the Admissions Committee via LiveText.
2. The portfolio is reviewed and performance levels assessed by two members of the committee. Each artifact is rated as: Unacceptable, Acceptable or Target. See appendix for Rubrics
3. If there is consensus between the two raters, the rating is complete. In cases where there is not agreement, a third committee member reviews the portfolio.
4. The committee makes a recommendation for admission with final decision of acceptance by the Dean.

ARTIFACTS

Transcripts- All grades for courses taken to date (60 credit minimum).

Prepared Essay- Candidates will prepare an essay entitled “Why I want to be a teacher”.

Impromptu Essay- Secretary would provide candidates a topic to write about, and candidates will have 30 minutes to complete their essay.

Disposition Assessment- Candidates solicit three instructors (two from the SOE and one from General Education) to complete a disposition rubric. The rubric is submitted confidentially to the Admissions Committee.

MIDPOINT

Application for Student Teaching

To be considered for admission to Student Teaching or Internship, candidates must have:

1. Completed a minimum of 120 semester hours to include ALL general education requirements.
2. Cumulative GPA of 2.7 or higher.
3. Official Praxis II scores.

Procedures:

1. Candidates meet with their advisor
2. The advisor informs the candidate of the **Portfolio** Requirement/Artifacts.
3. Each program may adopt their specific artifacts.
4. Candidates submit their portfolio/artifacts via LiveText.
5. The Portfolio is reviewed and performance levels assessed against rubrics by the advisor. See appendix for sample rubric
7. The SOE MidPoint committee monitors the process.
8. Candidate Dispositions are rated using the DISPOSITION RUBRIC. Program faculty may together rate the student dispositions or they may request the student have the form completed by other relevant faculty.

PORTFOLIO ARTIFACTS

Artifacts are organized into four areas:

1. Content Knowledge

Language Arts-Assignments from general education courses in English, Communication or Literature.

Math- Assignments from general education Math courses.

Science- Assignments from general education courses in Biology, Physical Science, Agriculture, etc..

Social Studies- Assignments from general education courses in History, Geography, Political Science, etc..

2. Professional Knowledge

ED110 Writing Sample- Article critique

ED192 Reflection- candidates reflect on their 12 hours of observation/field experience

ED201 Presentation- candidates prepare a 15 minute content-based presentation

ED300 Case Study- Candidates read a 4-5 paragraph scenerio and apply psychological principles to the situation.

ED451 Lesson Plan- candidates prepare a lesson plan align with ITSE standards

ED489 Syllabus- candidates prepare a syllabus for their future class.

3. Pedagogical Knowledge

ED215 Essay- candidates prepare an essay describing how modifications for students with disabilities occur in typical classrooms.

ED451 Lesson Plan- candidates prepare a Technology Integrated lesson plan.

ED489 Performance Assessment- Candidates develop a performance assessment that links instruction with assessment.

4. Pedagogical Content Knowledge

SOE Methods courses- Candidates develop unit and lesson plans in each of the disciplines of the Major.

*Early Childhood, Elementary, and Special Education Majors-(Language Arts, Reading, Math, Science, Social Studies, Art, PE)

*Secondary Majors-

Science: Life Science, Earth Sciences, Physical Sciences

Language Arts: English, Communications, Literature

Math: Critical Thinking & Problem Solving, Math Applications, Technology & Software

Social Studies: Geography, History, Politics, Economics

Exit

Graduation

To be considered for Graduation, candidates must have:

1. Satisfactorily completed Student Teaching or Internship
2. Endorsement of their Classroom Supervisor and University Supervisor

Procedures:

1. Candidates will maintain a Student Teaching/Internship portfolio with artifacts aligned with the INTASC standards via LiveText.
2. The Classroom supervisor reviews and rates the portfolio against the INTASC rubric.
3. The University supervisor reviews and rates the portfolio against the INTASC rubric.

ARTIFACTS

Subject Matter- As described by INTASC

Student Learning- As described by INTASC

Diverse Learners- As described by INTASC

Instructional Strategies- As described by INTASC

Learning Environment- As described by INTASC

Communication- As described by INTASC

Planning Instruction- As described by INTASC

Assessment- As described by INTASC

Reflection & Professional Development- As described by INTASC

Collaboration & Ethics- As described by INTASC

Disposition Assessment- completed by the University & Classroom supervisors

University Supervisor Evaluations- minimum of 5

Classroom Supervisor Evaluations- minimum of 5

Follow up Assessments

Annually

Exit Survey

1. Surveys are distributed to all student teachers each summer during the last Student Teacher meeting
2. Surveys are collected at the event site

Classroom Supervisor survey

1. Surveys are distributed to all Classroom Supervisors each summer during the last Student Teacher meeting
2. Surveys are collected at the event site

Alumni survey procedures:

1. Permission to conduct Alumni surveys in GPSS is secured.
2. A stratified random sampling is done at all GPSS schools.
3. Surveys are distributed at the school sites via teacher boxes.
4. Surveys are collected by school site administrators

Employer survey procedures

1. Permission to conduct Alumni surveys in GPSS is secured.
2. Surveys are distributed each summer during the GPSS Leadership Academy
3. Surveys are collected at the event site

APPENDIX

A. General Rubric	pp. 17-19
B. Dispositions	pp. 20-21
C. Entry Rubric	pp. 22-23
D. MidPoint Rubric	pp. 24-25
E. Exit Rubric	pp. 26
F. Exit Assessment	pp. 27
F. Follow up Assessments	
1. Alumni Survey	pp. 28-32
2. Employer Survey	pp. 33

GENERAL RUBRIC FOR SOE'S CONCEPTUAL ELEMENTS

Knowledgeable Scholar RUBRICS			
	Unacceptable	Acceptable	Target
1. Content Knowledge	<ul style="list-style-type: none"> -Does not know the subject matter of one's discipline -Is not familiar with related topics from other disciplines 	<ul style="list-style-type: none"> -Knows and understands the subject matter (concepts, principles and research related to one's discipline) -Relates the subject matter in one discipline with topics in other disciplines 	<ul style="list-style-type: none"> -Demonstrates mastery of subject matter -Is able to prepare a thematic unit
2. Professional Knowledge	<ul style="list-style-type: none"> -Does not know the bases of education, its various aspects, the factors that influence learning and the best practices of teaching -Reports a research conducted in one's field but fails to discuss its implications for teaching and learning 	<ul style="list-style-type: none"> -Is familiar with the bases of education and schooling, theories about learning and best practices of teaching -Knows the implications of research in one's field for teaching and learning 	<ul style="list-style-type: none"> -Applies theories and concepts learned in the design and implementation of developmentally and culturally appropriate activities for all students -Uses research findings in planning learning experiences for students
3. Pedagogical Knowledge	<ul style="list-style-type: none"> -Demonstrates very limited understanding of theories and research about effective teaching -Does not use prior knowledge and background experiences of students -Does not make use of research findings in teaching 	<ul style="list-style-type: none"> -Understands theories and research about effective teaching -Draws on cultural background and prior knowledge of students in designing learning experiences -Sorts out findings and conclusions for application in the context of practice 	<ul style="list-style-type: none"> -Applies theories and research about effective teaching in lesson planning -Contextualizes teaching and relates subject matter with other disciplines -Provides diverse instructional settings to ensure learning of all students -Incorporates research findings to improve teaching and learning
4. Technological Knowledge	<ul style="list-style-type: none"> -Has limited knowledge of the applications of technology for teaching and learning -Does not consider technology resources in making assessments of teaching and learning 	<ul style="list-style-type: none"> -Knows a variety of appropriate technology as a tool for teaching and learning -Considers a variety of technology resources for assessing teaching and learning 	<ul style="list-style-type: none"> -Uses appropriate technology to support student-centered strategies that address the diverse needs of students -Utilizes appropriate technology resources to collect and analyze data to improve instructional practices
5. Service Learning	<ul style="list-style-type: none"> -Does not consider family and community involvement in planning learning experiences -Does not participate in organized service activities 	<ul style="list-style-type: none"> -Understands the importance of school, family and community contexts in teaching -Understands that participation in organized service activities will enhance one's understanding of course content and sense of civic responsibility 	<ul style="list-style-type: none"> -Works with parents and members of the professional community and learns from them -Participates in organized service activities and formulates plans of action to help others
6. Ethics	<ul style="list-style-type: none"> -Does not know the code of ethics of teaching and the rights of students 	<ul style="list-style-type: none"> -Knows the code of ethics of the teaching profession -Knows the rights of students and the guidelines on the use of human subjects 	<ul style="list-style-type: none"> -Demonstrates at all times behavior consistent with the teachers' code of ethics -Protects and defends students' rights in the spirit of what is best and appropriate in the context of practice

Effective Communicator RUBRICS

	Unacceptable	Acceptable	Target
1. Verbal/ non-verbal skills	-Exhibits poor command of speaking, listening, writing and reading	-Exhibits high command of speaking, listening, writing and reading	-Utilizes verbal and non-verbal communication to express subject matter effectively and to encourage active involvement of students in discussions and written work
2. Adaptability	-Does not adapt presentation to the needs, abilities and background of the students -Does not engage students in instructional conversations to evaluate understanding of subject matter	-Adapts presentation to the needs, abilities and background of the students -Engages students in instructional conversations to evaluate understanding of subject matter	-Activates prior knowledge and assists in making them connect experiences to content and tailors the medium to the students' needs and abilities -Monitors comprehension through on-going interactions with the students and makes necessary adjustments in one's presentations
3. Language	-Uses ineffective modes of communication to convey knowledge of and about subject matter	-Uses the receptive and expressive modes to convey knowledge of and about subject matter	-Integrates multiple modes of communication to express concepts clearly and accurately -Uses the expressive processes to promote thinking and learning with content materials
4. Interpersonal skills	-Does not use team building strategies -Does not utilize cooperative and collaborative work to build communities in the classroom -Does not communicate with parents and other members of the professional community	-Demonstrates skills in team building -Creates group work situations to encourage student interactions -Communicates with parents and other members of the professional community	-Demonstrates skills in team building and achieving group consensus -Demonstrates a sense of community within the classroom through cooperative and collaborative work with diverse students -Engages in collaborative activities with parents and professionals in the school and broader professional communities
5. Knowledge dissemination	-Disseminates information through oral presentations only and without the use of technology and other appealing media -Does not engage in professional dialogues	-Uses different media to disseminate information -Disseminates knowledge through active engagement in professional dialogues with colleagues	-Is skilled in using various media and technology resources to disseminate knowledge to others and continues to share information through presentations, seminars and publications -Actively engages in professional dialogues and collaborates with colleagues in formulating action plans to disseminate knowledge to a wider audience
6. Affective skills	-Lacks the energy and enthusiasm when teaching -Uses ineffective behavior modification strategies	-Demonstrates passion, enthusiasm and energy in teaching all types of students -Delivers an inspiring message that leads to improvement in students' attitudes, values and behavior	-Designs, plans and implements communication strategies within a learning environment that supports diversity -Designs, plans and implements communication strategies that encourage and challenge all students to strive and work harder

Reflective Decision Maker R U B R I C

	Unacceptable	Acceptable	Target
<i>1. Adaptations & innovations</i>	<ul style="list-style-type: none"> -Carries out a teaching strategy without reflecting upon its features and assessing its workability in one's classroom -Assesses student learning but does not adjust instruction according to student performance 	<ul style="list-style-type: none"> -Understands the teaching-learning process and the need to innovate to improve it involves a process of reflection and decision-making -Knows how to assess teaching and learning and make provisions to address emerging concerns 	<ul style="list-style-type: none"> -Demonstrates an in-depth understanding of the teaching-learning process and selects appropriate innovations and evaluates their usefulness in teaching and learning -Accurately assesses teaching and learning and makes appropriate adjustment for instruction and continuously monitors student learning
<i>2. Holistic perspective</i>	<ul style="list-style-type: none"> -Does not consider multiple perspectives in making decisions -Plans instruction without considering input from previous knowledge and connections to other disciplines 	<ul style="list-style-type: none"> -Explores diverse views before making conclusions -Anchors instruction on acceptable theories and meaningful linkages and connects it to students' background and experiences 	<ul style="list-style-type: none"> -Seeks to understand ideas in their connected whole and critically judges these only after a thorough knowledge of them has been achieved -Considers all perspectives and critically examines knowledge and utilizes this in-depth understanding in making connections across disciplines to support and improve student learning
<i>3. Social responsiveness</i>	<ul style="list-style-type: none"> -Fails to understand that one's sensitivity to students' needs influence their behaviors -Demonstrates less caring attitude towards students -Fails to recognize one's social responsibility towards the community 	<ul style="list-style-type: none"> -Understands students' needs and interest and acts with care and love to bring the best to them -Understands that participation in school, district, local and global communities is a social responsibility and makes provision for it 	<ul style="list-style-type: none"> -Demonstrates an in-depth understanding of the balance between the acts of caring and loving and the acceptable rules of conduct with diverse students -Weighs all variables before making commitment to take social responsibility then follows this analysis with active participation at all levels within the community
<i>4. Accountability for student learning</i>	<ul style="list-style-type: none"> -Does not engage in active inquiry to monitor teaching and learning -Displays very limited understanding of multiple assessments and collects data from one or two sources to assess student performance 	<ul style="list-style-type: none"> -Actively engages in inquiry to evaluate one's teaching and uses results to improve student learning -Understands the use of multiple assessments to interpret the total performance of each student and collects multiple sources of information in assessing student outcomes 	<ul style="list-style-type: none"> -Continuously reflects upon and evaluates one's style of teaching in order to produce positive effects on students' learning and dispositions -Regularly and comprehensively collects, compiles, summarizes, analyzes (quantitatively and qualitatively) and reports data from multiple assessment tools to improve student performance
<i>5. Critical analysis and synthesis of</i>	<ul style="list-style-type: none"> -Designs learning experiences that are not reflective of the central concepts and principles in one's field -Creates a learning environment based on naïve conceptions about teaching and learning 	<ul style="list-style-type: none"> -Analyzes the central concepts and principles in one's field and uses this analysis in designing learning experiences for all students -Critically analyzes and synthesizes all aspects of the learning environment before making decisions to improve it 	<ul style="list-style-type: none"> -Analyzes the central concepts and principles in one's field and integrates them in instructional practice and adjusts instruction appropriately to enhance student learning -Creates a learning environment that supports all students including exceptionalities based on a critical analysis and synthesis of multiple perspectives about teaching and learning
<i>6. Self, eval. & prof. growth</i>	<ul style="list-style-type: none"> -Engages in self reflection but does not identify areas for improvement 	<ul style="list-style-type: none"> -Assesses one's professional self to see where improvement and growth are needed 	<ul style="list-style-type: none"> -Reviews self performance regularly and develops action plans for improvement -Consults with others in the field to reflect on one's teaching and seek ways to further improve one's skills

Dispositions Rubric

Conceptual Element/Category	Performance Levels			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledgeable Scholar: Commitment to Learning (Own Learning and Student Learning)	Is frequently late or absent	Sometimes late or absent with valid excuse	Late or absent once with valid excuse	Is never late in class nor absent from class
	Does not do the assigned tasks quite often	Completes all the tasks with some reliance from others and sometimes submits them late with valid reason	Assigned tasks are complete and <i>well done</i> ; submits them on deadline date	Does the assigned tasks <i>very well</i> , completes and submits them before the deadline
	Is always defensive when criticized constructively by peers/supervisors	Accepts constructive criticisms but does not do something to improve oneself	Accepts constructive criticisms and does something to improve oneself	Accepts constructive criticisms, addresses shortcomings pointed out and monitors own progress in the light of those criticisms
	Does not show any effort to improve instructional practices to improve student learning	Confers with peers and supervisors and carries out their suggestions to improve student learning	Makes plans of action to improve student learning, discusses them with supervisors and implements them	Reads books, makes use of information from the internet, discusses with peers and supervisors ways to improve student learning and carries them out in instruction

Conceptual Element/Category	Performance Levels			
	Unsatisfactory	Basic	Proficient	Distinguished
Effective Communicator: Willingness to Communicate Enthusiastically	Does not use appropriate verbal and non-verbal language when communicating	Uses appropriate verbal and non-verbal language when communicating in class	Uses appropriate verbal and non-verbal language when communicating during group work and class discussions	Uses appropriate verbal and non-verbal language when communicating at all times and encourages others (peers and students) to do the same
	Does not listen actively when communicating	Listens actively when communicating during class discussions	Listens actively when communicating during class and group discussions	Listens actively when communicating at all times and encourages others (peers and students) to do the same
	Loves to talk but does not wait for one's turn	Loves to communicate appropriately (language not offensive and waits for one's	Loves to communicate appropriately and observes the give-and-take process	Loves to communicate appropriately and observes the give-and-take process; Maintains composure

		turn)		at all times
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Conceptual Element/Category	Performance Levels			
	Unsatisfactory	Basic	Proficient	Distinguished
Reflective Decision Maker: Sensitivity to Diversity	Is frequently disrespectful in interacting with students, peers, teachers, university personnel, and others	Interacts with others in a polite and professional manner	Interacts with others in a polite and professional manner and works with them willingly	Interacts with others in a polite and professional manner, works with them willingly and values their contributions to any cooperative endeavor
	Shows overt bias to certain groups of people/students and gives negative statements about them	Makes statements appreciating diversity and the contributions made by different groups	Makes statements appreciating diverse opinions and using them to build on knowledge, expectations, etc	Makes statements appreciating diverse opinions and using those opinions to build on knowledge, expectations, etc; Actively seeks out opportunities to draw out inputs from diverse groups and incorporating them in one's work or project
	Does not make any provision for accommodating diversity in group work or addressing diversity in the classrooms when doing practicum in the schools	Makes one or two provisions to accommodate diversity in group work or in the classrooms when doing practicum in the schools (e.g differentiated activities for different ability levels)	Makes more than two provisions to accommodate diversity in group work or in the classrooms when doing practicum in the schools (e.g. addressing learning style preferences, differences in abilities, gender equity)	Makes a lot of provisions to accommodate diversity in group work or in the classrooms when doing practicum in the schools in terms of content and methodology; Addresses exceptionalities in class

University of Guam School of Education
TRANSCRIPT Rubric

Candidate's Name: _____ Date: _____

	Unacceptable	Acceptable	Target	NA	Comments
Knowledgeable Scholar					
Content knowledge	Coursework reflects little no expertise in General Knowledge. General Ed. GPA is less than 2.7. Specialty coursework is below 3.0.	Coursework reflects some expertise in the General Knowledge. General Ed. GPA is between 2.7 and 3.3. Specialty coursework is between 3.0 and 3.3.	Coursework reflects expertise in General Knowledge. General Ed. GPA is between 3.3 and 4.0. Specialty coursework GPA is greater than 3.3	<input type="checkbox"/>	
Professional knowledge	Coursework reflects unfamiliarity with theories and best practices of teaching and learning. SOE GPA is less than 3.0.	Coursework reflects familiarity with theories and best practices of teaching and learning. SOE GPA is between 3.0 and 3.5.	Coursework reflects proficiency with theories and best practices of teaching and learning. SOE GPA is greater than 3.5.	<input type="checkbox"/>	
Reflective Decision Maker					
Adaptations & innovations	Planning of coursework is unorganized. There is a history of failed or dropped classes. Grades reveal patterns of inability to correct deficiencies.	Planning of coursework is organized. Grades patterns reveal ability to set goals, plan and monitor actions and evaluate results.	Grades patterns reveal ability to adapt to changing situations and reflect professional thinking by taking additional coursework for professional development.	<input type="checkbox"/>	

Strengths: _____

Areas for Improvement: _____
 Advisor/Committee Member Signature: _____

University of Guam School of Education
Writing Sample Rubric

Candidate's Name: _____ Date: _____

Unacceptable		Acceptable		Target	NA	Comments
Effective Communicator						
Language Process	The candidate begins to address the question, but the ideas are minimally or poorly developed. Many serious grammatical errors make the piece hard to read. (Analytic rubric must attached)	The candidate addresses the question, but his/her ideas are not developed fully. One or two phrasing or mechanics errors detract from the ideas.	The essay addresses the question and fully develops his/her answer using convincing ideas and original phrasing. There are no grammar, mechanical, or phrasing errors.	<input type="checkbox"/>	<input type="checkbox"/>	
	Affective Skills	The essay communicates an indifference toward the teaching profession.	The essay communicates a passion for the teaching profession.	The essays communicates a DEEP, and COMMITTED passion for the teaching profession.	<input type="checkbox"/>	
Reflective Decision Maker						
Holistic Perspective	The essay does not reflect a synthesis of perspectives and does not take into account additional pertinent information.	The essay reflects a synthesis of one or two perspectives and demonstrates an understanding of the connected whole.	The essay reflects a synthesis of perspectives and demonstrates an understanding of the connected whole.	<input type="checkbox"/>	<input type="checkbox"/>	

MIDPOINT HOLISTIC RUBRICS OF FOUR AREAS

Rubric for Content Knowledge

Definition: Knowledge of content of subject.

Artifacts: Cumulative GPA, papers, projects, exams from General Education courses

Unacceptable	Acceptable	Target
Demonstrates little to no understanding of content.	Knowledge of content is adequate. Artifacts represent relevant content areas.	Knowledge of content is superior. Artifacts represent all content areas and demonstrate mastery of content.
Standards: Conceptual Framework: KS1, INTASC: 1, GPSS: 1.1, 2.1		

Rubric for Professional Knowledge

Definition: Knowledge of theories and best practices of teaching and learning.

Artifacts: ED110- presentation/paper on current issues in Education; 201- exam/paper demonstrating knowledge of child development (cognitive, social or physical); ED300- Case study or concept paper on theories of how we learn

Unacceptable	Acceptable	Target
Demonstrates little to no understanding professional knowledge.	Professional knowledge is adequate. Artifacts represent an adequate understanding of key theories and practices.	Artifacts represent a wide variety of key theories and practices. Artifacts represent an in-depth understanding of key theories and practices by demonstrating application and critical thought.
Standards: Conceptual Framework: KS2, INTASC: 2 GPSS: 1.2, 2.6		

Rubric for Pedagogical Knowledge

Definition: Knowledge of content and general knowledge of students and the ability to plan instruction based on this information.

Artifacts: TEPS courses- lesson plans, unit plans, behavior management plans, tests and assessments, technology integration lesson plans.

Unacceptable	Acceptable	Target
Demonstrates little to no understanding pedagogical knowledge.	Artifacts demonstrate an adequate understanding of knowledge of students and are able to plan instruction based on that knowledge.	Artifacts demonstrate a thorough knowledge of diversity of students, the impact on learning, and apply information to plan instruction.
Standards: Conceptual Framework: KS3, INTASC: 1, 2, 3 GPSS: 1.1, 1.3, 1.4, 2.1, 2.2		

Rubric for Pedagogical Content Knowledge

Definition: Candidates know how to teach specific content.

Artifacts: Lesson Plans from Methods Courses in LA, MA, SC, SS for elementary majors.

Secondary Ed majors: Lesson plans for different areas of content (Bio, Chemistry, Earth science)

Unacceptable	Acceptable	Target
Demonstrates little to no understanding of pedagogical content knowledge.	Artifacts represent relevant content areas and appropriate instructional strategies.	Artifacts represent all content areas and represent a variety of instructional strategies appropriate for diversity of students.
Standards: Conceptual Framework: KS1, KS3, INTASC: 1, 2, 3, 7 GPSS: 1.1, 1.3, 1.4, 2.1, 2.2, 2.6		

EXIT ASSESSMENT

INTASC Evaluation

Principle 1	The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	Rating
Principle 2	The student teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	
Principle 3	The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	
Principle 4	The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	
Principle 5	The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.	
Principle 6	The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	
Principle 7	The student teacher plans instruction based upon knowledge of the subject matter, students, the community, and curriculum goals.	
Principle 8	The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	
Principle 9	The student teacher is reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	
Principle 10	The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	

Use Distinguished, Proficient, Basic or Unsatisfactory in rating the candidate's performance.

SOE Exit Assessment for Student Teacher

Status Student Teacher Intern
 Gender Female Male
 Program Early Childhood Elem Secondary SpEd
 Chamorro TESOL
 Ethnicity Chamorro Filipino Other Micronesians None
 Caucasian Other Asian

Following are items about your student teaching experiences. Please rate them in terms of frequency of occurrence using the 4-point scale below. Check the appropriate column that best fits what you did during student teaching.

4= Always 3= Most of the Time 2= Sometimes 1=Never

During Student Teaching I...					
1. Read books and reference materials about the <i>topic</i> I was assigned to teach					
2. Read articles on best practices to stay current on the subject I teach.					
3. Used my knowledge of children's growth and development and theories of learning in planning my lessons					
4. Connected the lessons I taught with other subject area.					
5. Did computer integration in my teaching.					
6. Made sure the activities I carried out matched my lesson objectives.					
7. Use my students' background experiences, needs & interests in designing learning activities for different groups of learners in the classroom.					
8. Participated actively in school and community activity and used the knowledge I gained from it to understand my profession better.					
9. Established standards of conduct with my students.					
10. Interacted with parents/guardians in regard to their child's learning					
11. Asked thought-provoking questions during discussions					
12. <i>Drew out</i> the concepts from the students					
13. Talked to each student to find out the difficulty					
14. Participated in parent-teacher conferences, school meetings and student teaching seminars					
15. Monitored student comprehension through					
16. Planned and carried out language activities (listening, speaking, reading, writing) for all students, including those with special needs and LOTE students					
17. Made sure to find out for myself what worked and did not work in my teaching.					
18. Linked my assessment plan with my instructional goals.					
19. Consulted with others (master teachers, supervisor, other teachers, colleagues) to reflect on my progress for self-improvement.					
20. Maintained student records and used to guide my teaching.					
21. Made modifications/adjustments in my lesson plans during my teaching.					
22. Assessed student learning after my teaching.					
23. Used student assessment outcomes in improving my teaching.					
24. Used multiple assessments to gain a better understanding of the student's total performance					
25. Discussed my expectations for achievement with my students.					

Please indicate the Strengths and weaknesses of the STUDENT TEACHING/INTERNSHIP PROGRAM.

27

Areas of Improvement:

**University of Guam
School of Education**

Follow-up Study of Graduates

As a part of the follow-up study of SOE graduates, a survey was conducted during the months of November & December 2007 in selected Guam Public Schools. Since most of the graduates of SOE are employed by the Guam Public School System (GPSS), and SOE has not systematically kept any records of its graduates, it was determined that this will be the best way to gather data from SOE graduates. Seven elementary schools, three middle schools and two high schools were randomly selected for the survey. 500 surveys were distributed through the school's offices to teachers, administrators, and guidance counselors who identified themselves as graduates of the School of Education, University of Guam. Systematic follow-up phone calls and school visits were conducted to maximize participation at all levels. 335 surveys were returned. The results were analyzed using the SPSS software package.

A. Demographic Information

Variable	Category	<i>n</i>	%
Employment	Teacher	297	88.70
	School Administrator	13	3.90
	Guidance Counselor	15	4.50
	Others	10	3.00
Gender	Male	112	33.40
	Female	223	66.60
Grade Level	Elementary	175	52.24
	Secondary	160	47.76
Number of years in current employment	1-5	251	75.15
	6-10	55	16.47
	11-15	9	2.69
	>15	19	5.69
Undergraduate Program completed at SOE	Early Childhood	23	6.87
	Elementary Education	84	25.07
	Secondary Education	108	32.24
	Chamorro Language Teaching	7	2.09
	Physical Education	11	3.28
	TESOL	2	0.60
	Special Education	15	4.48
	Certification only	54	16.12
Other	30	8.96	
Graduate Program completed at SOE	Counseling	18	16.98
	Language & Literacy	23	21.70
	Administration & Supervision	27	25.47

Special Education	6	5.66
TESOL	5	4.72
Secondary Education	22	20.75
Others	5	4.72

The following questions refer to your education in your school of education. Look back at your years as a student in SOE and *base your answers on your most recent Degree in SOE.*

B. Quality of Faculty & Instruction in Program Coursework in SOE

<u>Agree</u>	<u>Applicable</u>	<i>Percent of graduates reporting:</i>		<i>Strongly</i>			
		<i>Strongly</i>	<i>Not</i>	<i>Disagree</i>	<i>Disagree</i>	<i>Unsure</i>	<i>Agree</i>
		B.1	Instructors had command of the subject.	0.9	5.7	9.9	54.9
		25.4	2.7				
		B.2	Classes were well-organized.	0.9	6.3	11.9	58.2
		19.4	2.7				
		B.3	Courses contributed significantly to develop my knowledge.	1.2	9.0	10.1	50.4
		50.8	3.3				
		B.4	Instructors' assessment procedures were relevant to course content.	0.9	6.0	11.9	56.4
		21.8	2.4				
		B.5	Instructors encouraged student participation in the classroom.	1.2	5.4	8.7	48.4
		33.1	2.7				
		B.6	Instructors showed respect for students with differing points of view.	1.2	3.9	11.9	51.3
		28.4	2.7				
		B.7	Overall, the teaching of instructors was effective.	1.2	5.1	9.9	57.0
		23.9	2.4				

C. Advising and Assistance in SOE

<u>Agree</u>	<u>Applicable</u>	<i>Percent of graduates reporting</i>		<i>Strongly</i>			
		<i>Strongly</i>	<i>Not</i>	<i>Disagree</i>	<i>Disagree</i>	<i>Unsure</i>	<i>Agree</i>
		C.1	The admissions process was efficient.				
		15.8	2.7				
		C.2	Program information was accessible and clear.	2.1	11.3	11.0	56.4
		17.6	3.0				
		C.3	Faculty advisors were accessible and knowledgeable about programs.	2.7	10.7	16.1	49.3
		10.5	4.5				
		C.4	Administrators were accessible.	2.4	15.2	22.4	44.7
		12.9	2.7				
		C.5	It was clear where to go for information and assistance.	3.9	15.0	15.6	49.8
		13.6	3.0				
		C.6	Problems I had were solved effectively by staff or faculty.	2.1	16.9	18.4	46.1

C.7 Classes were scheduled at times convenient for me. 16.5 2.7	3.9	17.4	9.6	49.8
C.8 Sufficient numbers of class sections were offered. 13.5 2.7	4.8	20.7	12.9	45.3

D. Content of Curriculum for courses I took in SOE

As a result of coursework and field experience, how well were you prepared to . . .

	<i>(NOTE: Answer those items that apply to you. Select "NA" for those that do not.)</i>		Not Well	
	Well	Not	Prepared	
<u>Prepared applicable</u>				
D.1 Create and maintain an effective environment for student learning? 18.0 3.0	1.8	8.7	17.4	51.1
D.2 Plan instruction for heterogeneous groups of students? 15.6 3.6	2.4	7.2	22.2	48.9
D.3 Understand and organize curriculum for student learning? 18.9 3.6	1.5	9.9	18.6	47.4
D.4 Engage students in learning in a supportive manner? 20.7 3.6	1.5	9.0	15.0	50.2
D.5 Use student performance assessment techniques? 17.7 3.6	2.1	10.7	16.7	48.9
D.6 Engage families and communities in student learning? 12.6 5.4	3.3	14.7	26.4	37.5
D.7 Reflect on your own practice? 20.2 4.2	2.1	6.6	18.1	48.8
D.8 Collaborate with colleagues? 24.6 3.9	2.4	4.8	15.9	48.3
D.9 Work with culturally and linguistically diverse learners & communities? 17.4 4.2	1.8	12.0	24.6	39.9
D.10 Understand school, district, and other organizational structures? 11.4 5.1	6.9	12.0	24.0	40.5
D.11 Employ leadership and organizational theories? 15.3 5.4	3.9	9.9	22.2	43.2
D.12 Use decision-making skills? 18.0 4.5	0.9	6.9	18.6	51.1
D.13 Understand educational policies and legal implications of schooling? 14.5 4.5	14.4	24.6	38.6	13.5
D.14 Understand school budgets and funding? 9.9 7.2	9.6	22.5	22.8	27.9
D.15 Address socioeconomic diversity? 12.6 5.4	3.0	11.7	26.9	40.4
D.16 Address needs of students with disability? 14.7 3.9	4.2	15.6	26.6	35.0
D.17 Design and develop technology-based instruction? 15.6 4.5	5.7	12.6	23.4	38.3

D.18 Integrate technology into the grade level or subject taught?	6.0	12.6	23.4	39.3
13.8 4.8				
D.19 Develop strong content area knowledge in my area of specialization?	1.8	7.5	17.7	46.4
22.2 4.5				
D.20 Develop strong pedagogical content knowledge ?	1.8	8.1	20.4	49.7
15.3 4.8				

Low

High

D.21 My level of satisfaction with the overall quality of the professional preparation in my major program area was:	2.1%	7.3%	24.5%	41.5%
12.1%				

E. Field Experience

(Complete this section only if you took part in a SUPERVISED field experience such as student teaching, internship, etc.)

Strongly Not

Strongly

Disagree Disagree Unsure Agree

Agree Applicable

E.1 My placement in field experience was done efficiently.	1.5	8.1	9.3	45.2
26.9 9.0				
E.2 University supervisor(s) made course expectations clear.	0.3	6.9	14.7	46.1
23.4 8.7				
E.3 University supervisor(s) provided constructive feedback.	0.3	8.1	10.8	48.2
24.0 8.7				
E.4 University supervisor(s) were available to assist me.	1.2	7.8	12.9	44.0
25.1 9.0				
E.5 The quality of the on-site master teacher/mentor was high.	0.6	8.7	13.2	37.7
29.9 9.9				
E.6 The field experience helped prepare me for my subsequent work in education.	0.6	7.5	12.3	43.1
26.6 9.9				
E.7 There was an appropriate amount of field experience in my program.	1.5	9.9	14.4	41.9
22.5 9.9				
E.8 The overall quality of my field experience was high.	0.9	5.7	10.2	47.7
24.0 11.4				

F. Nature of Education Work Since Graduation

F.1 I work in the following type of setting:

public school (291 = 87.1%
4.5%)

private school (7 = 2.1%)

DODEA School (15 =

nonprofit organization (1)

public agency (0)

other (specify)

G. Impact of Master's Degree

There were 53 individuals

nursuing a graduate degree in the School of Education.

G.1 I am currently working on my MA or M.Ed. degree. Yes (53 = 15.9%)

No (281 = 84.1%)

84 educators, who reported they completed a Masters degree through the School of Education completed the following questions in the survey.

Strongly Agree	Not Applicable		Strongly			
			Disagree	Disagree	Unsure	Agree
		G.2 I received quality advising during my graduate program	2.3	9.1	10.2	51.1
27.3	0.0					
		G.3 My Masters program provided me advance training in my field	1.1	2.3	9.3	54.7
32.6	0.0					
		G.4 The program gave me broad knowledge and understanding in my field	1.0	4.8	8.3	57.1
29.8	0.0					
		G.5 The program gave me formal and informal assessment skills	1.3	3.6	5.0	60.7
29.8	0.0	G.6. The program helped me develop good communication skills			2.3	2.4
10.0	52.9	31.8	0.0			
		G.7. The program helped me develop my media and technology skills	1.1	2.3	9.3	54.7
32.6	0.0					
		G.8 The program helped me develop good interpersonal skills	1.1	7.0	11.6	47.7
32.7	0.0					

G. 9 The following best describes my intentions regarding further graduate study:

- No response – 247 (73.7%)
- No further graduate study planned - 40 (11.9%)
- Want to pursue doctorate - 41 (12.2%)
- Currently pursuing doctorate - 6 (1.8%)

Overall results of the survey indicate a positive outlook towards SOE and all items included in the survey.

Employer Survey SP08

Please make as many copies as you need and fax completed form(s) to 734-3651.

Name of School: _____

Please check one of the following: Elementary Education Secondary Education

Help us continue to improve our teacher education program. Please take this opportunity to voice out your suggestions for improving academic preparation for your future employees.

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

	Very Satisfied	Quite Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Not Observed
1. Broad knowledge of subject matter						
2. Knowledge of subject content for grade level taught						
3. Classroom organization						
4. Preparation of lessons						
5. Presentation of content material						
6. Pursues organized plan to cover required content						
7. Uses classroom time effectively						
8. Actively engages students in learning process						
9. Integrates curriculum						
10. Varies instructional strategies						
11. Effective classroom management and discipline						
12. Uses technology in the workplace						
13. Ability to identify special needs students and refer them to appropriate channel						
14. Ability to accommodate needs of diverse students						
15. Ability to accommodate needs of students with disabilities						
16. Ability to communicate and work with parents						
17. Ability to communicate and work with colleagues						
18. Ability to communicate and work with administration						
19. Professionalism in demeanor and attitude						
20. Responsive to needs of students and co-workers						
21. Responsive to constructive criticism						
22. Joins in self evaluation and professional development						
23. Ability to make "action plans" based on student outcomes						
24. Provides students with immediate feedback						
25. Effectively assess student performance						
26. Uses assessment results to improve instruction						
27. Overall satisfaction with preparation of the first year teacher						

In your view, what are the **strengths** of the professional training demonstrated by the first year teacher(s)?

Is there an area of teacher training that you would like to see **strengthened** or included in the preparation of future teachers?

