



Association for **Advancing**
Quality in Educator Preparation

AAQEP Annual Report for 2024

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

The University of Guam

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

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

The UOG School of Education

The mission of the School of Education (SOE) is to prepare teachers, professionals, and leaders in education to meet the multicultural educational demands of Guam and the region in the Pacific.

The Unit consists of all academic programs that lead to certification or licensure both at the initial and the advanced levels. SOE offers two bachelor's programs and seven master's programs, leading to careers in teaching, counseling, reading, school leadership, and other fields. SOE is organized into two academic divisions: 1) Professional Teacher Preparation (PTP) and 2) Advanced Education and Research Services (AERS). The PTP division provides undergraduate and graduate programs that lead to initial teacher certification or licensure. The programs include Elementary and Secondary education and the Master of Art in Teaching (MAT) program. AERS houses the graduate programs in Counseling, Administration & Supervision, Innovations in Teaching & Learning, Reading, Special Education, and Teaching English to Speakers of other Languages (TESOL). Two other programs have been added over the past year, but at this time will not be a part of the AAQEP Accreditation. The School of Education houses the first EdD on campus, the degree is and EdD in Instructional and Academic Leadership with an inaugural cohort that started October 2024. Additionally, in working with the University Libraries, a Master of Library and

Information Science (MLIS) was approved and started in Spring 2024.

Summary data here provides the reader with information about the UOG School of Education’s successes in terms of program enrollment, preparation, and completion. Additional information on satisfactions or recommendations for improvement is provided by our completers and employers.

Public Posting URL

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

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year taken from spring '24 unless noted to avoid duplication (12 months ending 05/24)	Number of Completers in most recently completed academic year (12 months ending (05/24))
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Initial Certification: Elementary	95	23
	Initial Certification: Secondary–6-12	68	24

	(licensure areas include – math, general science, fine arts (art & music), PE & school health, English, social studies, and Japanese)		ELA-10 Math – 1 Middle school math - 3 Science - 2 Art – 3 Music – 3 Japanese – 1 Social Studies - 1
Master or Arts in Teaching	Initial Certification: Elementary	4	1
	Initial Certification: Secondary – 6-12 (licensure areas include – math, general science, fine arts, PE & school health, English, social studies, Japanese, CHamoru)	35	18
Total for programs that lead to initial credentials		202	66
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education - Administration & Supervision	Initial School Administrator	6	5
Master of Education - Reading	Professional Certification; Reading Specialist K- 12 (fall enrollment)	41*	15*(fall only)
Master of Education - TESOL	Professional Certification	12	0
Master of Education - SPED	Professional Certification	0	0
Total for programs that lead to additional/advanced credentials		59	20
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			

Master of Education - Innovations in Teaching and Learning	n/a	2	2
Master of Arts - Counseling	Professional Certification: School Counselor or Community Counselor (not disaggregated) **	25**	7
Total for additional programs		27	9
TOTAL enrollment and productivity for all programs		288	95
Unduplicated total of all program candidates and completers		288	95

Added or Discontinued Programs

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

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3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
288
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
95
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
81

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

The timeframe for the expected undergraduate cohort completion is four years and 1.5 times that is 6 years. To track completion rates, we chose to work backward. That is, we took the list of completers in 2023-2024 and determined their start dates. The reason for this backward mapping for cohort completion is that many students declare education but have not been admitted or had no intention of staying with that degree.

Declared Program	Head Count	Percent (%) Graduated in 4 years	Percent (%) Graduated in 5 years	Percent (%) Graduated in 6 years
Elementary	23	13%	48%	88%
Secondary	24	38%	58%	83%
SOE	47	26%	53%	85%
UOG First-time, Full-Time Freshmen Cohort	419 (2017)	15 %	32%	40%
	477 (2018)	12%	27%	Not available

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

The following data is provided by ETS Data Manager. If there are less than five scores in a particular area, the data is not aggregated to show cumulative pass rates. The educator performance assessments are administered by Praxis and based on data from the previous year. The following shows all tests reported to UOG between Sept. 2023 to Aug. 2024. Please note, we are not in control of who chooses to submit their scores to UOG. In some cases, students are graduating with a degree other than the content they wish to teach, and they then challenge the Praxis exam. This can affect pass rates as the students were not prepared for the test.

Test #	Test Name	Total #	Total Pass	Pass Rate
5018	Elementary Ed: Content Knowledge	43	12	27.91
5134	Art: Content Knowledge	8	2	25
5038	English Lang. Arts: Content Knowledge	8	6	75
5169	Middle School Mathematics	6	3	50
5165	Mathematics	11	5	45.45
5622	Principles of Learn Teach: Grades K-6	18	17	94.44
5624	Principles of Learn Teach: Grades 7-12	28	24	85.7
5081	Social Studies: Content Knowledge	6	3	50
5440	Middle School Science	1	*	
5113	Music	1	*	
6990	School Leader Licensure Assessment	8	5	62.5
5301	Reading Specialist	6	3	50
5422	School Counselor	7	6	88

As noted, the data above is from the ETS Data Manager and represents anyone who identifies UOG as a score recipient. To explore the scores differently, we looked specifically at the undergraduate program completers and compared to attempts at subject assessment. There were no concerns about pass rates for subjects other than math and English. For the English pass rates, of the 10 completers there were 13 attempts at the test, this is a 77% pass rate. But in the big picture, 8 out of the 10 passed the test on the first attempt. The math pass rate is a concern, and we are working with the math chair to see what can be done and if a course, such as geometry, can be added to the curriculum as that is an identified gap. For the elementary scores, of the 23 program completers, the test was taken 48 times. Very few students passed on their first attempt. Scores were disaggregated for this test and shared with the advisory committee. It was noted that science is a weaker area for our students. The program is looking at revamping a content course in science that is specific to science topics taught at the elementary level. Additionally, the program is looking at a content test that has specific subject sub-tests. This will allow students to focus on the area of need as opposed to retaking the whole test.

F. Narrative explanation of evidence available from program completers, with a characterization of findings.

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

Undergraduate Exit Survey Data SY23-24

My program has provided me with the knowledge, skills, and/or confidence:	Mean	SD	N
To understand and engage local school and cultural communities and communicate and foster relationship with families/guardians/caregivers in a variety of communities	4.5	.57	47
To engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	4.4	.57	47
To create positive and productive learning environments and use strategies to develop productive learning environments in a variety of school or community contexts.	4.7	.46	47
To support my students' growth in international or global perspectives.	4.4	.67	47

To establish goals for my own professional growth and engage in self-assessment, goal setting, and reflection.	4.7	.41	47
To collaborate with colleagues to support professional learning.	4.8	.44	47
My program has enhanced my use of technology in presenting new ways to support diverse needs of learners, clients, and colleagues.	4.6	.6	47
My program has provided me with quality clinical practice opportunities.	4.6	.65	47
My program helped me understand data and how to use it to inform my practice.	4.7	.53	47
My program had emphasized dispositions and behaviors for successful professional practice.	4.6	.57	47

The two statements in this survey with the highest standard deviation are “to support my students’ growth in international and global perspectives.” And “my program has provided me with quality clinical practice opportunities.” Two ways we may be able to address the first statement is to emphasize to our students that our goal is to focus on more of a place based curriculum and connection with our students. Because of Guam’s location we have a responsibility to make connections to our island and our region while continuing to utilize curriculum provided from the US. As for the quality clinical opportunities, there were a few comments in the open-ended questions where completers shared, they wanted year-long student teaching experiences. This has been discussed and explored, but when forced to reduce credits and increase time to completion, we haven’t found a way to incorporate that option.

Graduate Exit Survey Data SY23-24

My program has provided me with the knowledge, skills, and/or confidence:	Mean	SD	N
To understand and engage local school and cultural communities and communicate and foster relationship with families/guardians/caregivers in a variety of communities	4.6	.69	48
To engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	4.5	.68	48
To create positive and productive learning environments and use strategies to develop productive learning environments in a variety of school or community contexts.	4.8	.42	48
To support my students' growth in international or global perspectives.	3.6	.65	48

To establish goals for my own professional growth and engage in self-assessment, goal setting, and reflection.	4.9	.44	48
To collaborate with colleagues to support professional learning.	4.5	.50	48
My program has enhanced my use of technology in presenting new ways to support diverse needs of learners, clients, and colleagues.	4.6	.61	48
My program has provided me with quality clinical practice opportunities.	4.6	.81	48
My program helped me understand data and how to use it to inform my practice.	4.6	.90	48

The two responses with the highest standard deviation were “my program has provided me with quality clinical practice,” and “my program helped me understand data and how to use it to inform my practice.” These lower ratings only came from two programs and in one semester. The chairs will be provided with the data to review student perceptions and alignment to program outcomes.

An interesting piece of data captured in the exit survey shows that 60% of the graduate completers in 23-24 prioritized the use of this degree for a future job, but 44% do not intend to pursue a different position at this time. Sixteen percent of the respondents indicated they pursued the masters degree for the higher pay and 12.5% said they prioritized improvement in their current position.

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

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

Employer Survey Reporting on SY 2021-2023

One survey was sent to Guam Department of Education (GDOE) school principals to assess new teachers for SY2021-2022 and SY2022-2023. For these school years, there were 100 new teachers that were produced by the University of Guam School of Education’s (SOE) undergraduate elementary and secondary programs and who graduated in 2020-2021 and 2021-2022. The link to the SOE Employer Survey was emailed to the school principals to complete online using QuestionPro. The response rates were as follows:

- Elementary: 11 principals responded
- Secondary: 8 principals responded
- **OVERALL: 19 principals responded**

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

- Elementary: 27 out of 43 first-year teachers were rated (63%)
- Secondary: 22 out of 57 first-year teachers were rated (39%)
- **OVERALL: 49 out of the 100 first-year teachers were rated (49%)**

Survey: Part I

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

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

CODE	CATEGORY	SURVEY ITEM	MEAN
pink	Content knowledge	A1, A2	3.73
purple	Lesson planning and preparation	B1 – B4	3.6
green	Instructional delivery	C1 – C6	3.6
yellow	Accommodations for student diversity	D1 – D4	3.45
blue	Assessment	E1 – E4	3.43
gray	Classroom management and environment	F1 – F4	3.68
orange	Interpersonal communication	G1 – G8	3.76
red	Technology	H1 – H3	3.84
white	Professionalism and Professional Growth	I1 – I4	3.78
	OVERALL		3.43

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

Table 2: *School Principals’ Satisfaction of the Professional Preparation of First-Year Teachers for SYs 2021-2023 (n = 49 teachers assessed)*

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

Category /Item		Mean	SD	VS 5	QS 4	S 3	SS 2	NS 1
	H1. Uses technology in the classroom for instruction	3.97	.92	27.78	38.89	22.22		2.78
	G4. Communicates and works with administration	3.94	.89	33.33	30.56	33.33	2.78	
	I3. Joins in self-evaluation and professional development	3.94	.85	25.71	34.29	25.71	2.86	
	G5. Communicates and works with school staff	3.91	.89	30.56	30.56	33.33	2.78	
	G3. Communicates and works with colleagues	3.86	.94	30.56	27.78	33.33	5.56	
	G6. Asks for assistance when needed	3.83	.86	22.22	41.67	27.78	5.56	
	I1. Professional in demeanor and attitude	3.8	.90	27.78	25	41.67	2.78	
	F2. Develops a safe and positive learning environment	3.8	.96	22.22	44.44	22.22	5.56	2.78
	H3. Encourages student use of technology in the learning process	3.79	.89	19.44	38.89	30.56		2.78
	G7. Responds to needs of students and co-workers	3.77	.94	25	33.33	30.56	8.33	
	F4. Creates a productive learning environment	3.74	1.01	25	33.33	30.56	5.56	2.78
	I2. Responsive to constructive criticism	3.74	.93	22.22	33.33	30.56	8.33	
	H2. Uses technology for data collection and analysis	3.74	.86	22.22	19.44	44.44		
	A1. Broad knowledge of subject matter	3.74	.78	16.67	41.67	36.11	2.78	
	C1. Presentation of content material	3.74	.86	16.67	41.67	33.33		2.78
	A2. Knowledge of subject content for grade level taught	3.71	.84	17.14	40	34.29	5.71	

	B1. Aligns with approved Guam standards.	3.69	.83	16.67	38.89	36.11	5.56	
	I4. Reflects on teaching practices and sets goals to improve	3.65	1.02	19.44	30.56	22.22	13.89	
	B4. Accommodates different learning styles, needs, abilities.	3.65	.92	19.44	30.56	36.11	8.33	
	C4. Integrates curriculum involving local and global issues.	3.63	.96	16.67	30.56	25	11.11	
	F3. Manages classroom and student discipline	3.62	1.02	22.86	25.71	40	5.71	2.86
	G1. Communicates and works with parents	3.62	.83	13.89	33.33	36.11	5.56	
	B3. Pursues organized plan to cover required content.	3.61	.83	14.29	34.29	40	5.71	
	G2. Communicates and works with the community	3.61	1.09	22.22	25	37.84	13.89	
	C3. Actively engages students in the learning process	3.59	.96	16.67	33.33	36.11	5.56	2.78
	E2. Provides students with immediate feedback	3.59	.92	13.89	38.89	33.33	5.56	2.78
	C5. Varies instructional strategies	3.58	1.03	19.44	27.78	33.33	8.33	2.78
	C6. Utilizes culturally responsive educational practices.	3.55	.99	16.67	22.22	30.56	11.11	
	F1. Organizes classroom**	3.54	1.07	22.22	25	36.11	11.11	2.78
	E3. Assesses student performance	3.53	.96	16.67	27.78	41.67	5.56	2.78
	G8. Attentive to mental health needs of students and co-workers and makes appropriate referrals.	3.53	1.02	19.44	22.22	33.33	13.89	

	D4. Supports language and literacy development of all students.	3.5	.98	16.67	22.22	41.67	5.56	2.78
	C2. Uses classroom time effectively	3.5	1.02	16.67	30.56	33.33	11.11	2.78
	D2. Accommodates needs of diverse students	3.47	1.08	22.22	16.67	41.67	11.11	2.78
	D3. Accommodates needs of students with disabilities	3.44	1.08	22.22	13.89	44.44	11.11	2.78
	B2. Aligns lessons with college and career readiness standards	3.44	.96	16.67	22.22	41.67	13.89	
	D1. Identifies special needs students and refers them to appropriate channel.	3.41	1.08	19.44	19.44	38.89	13.89	2.71
	E4. Uses assessment results to improve instruction	3.36	.93	11.11	25	44.44	8.33	2.78
	E1. Makes “action plans” based on student outcomes	3.23	1.02	11.11	19.44	36.11	16.67	2.78
	Overall satisfaction with preparation of the first year teacher	3.43	1.09	19.92	27.03	37.84	10.81	5.41

Of the 32 comments from the employers related to suggestions for areas to strengthen, almost ½ asked for more related to special education and support of our ELLs.

Two positive comments received included:

- *In my 14 years as an administrator, I can confidently say that the level of preparation has greatly increased. New teachers have more confidence*
- *Thanks for giving school administrators the opportunity to provide information regarding educator preparation. and background knowledge as they prepare for their first day and first year. Thank you, SOE!*

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

As a single district SEA/LEA, we can review the staffing pattern of the district that is published on the district website. We primarily monitor the website for initial educators. For many of our advanced programs, students are taking the program for self-enrichment, higher pay, or future desires and not necessarily for an immediate change in job positions. In reviewing the staffing pattern for the Guam Department of Education (GDOE), 87% of the elementary completers for AY23-24 are teaching – with one person at the Dept. of Defense and the rest for GDOE. Additionally, 79% of the secondary and MAT students are employed in GDOE, with the Dept. of Defense, or off-island. In speaking with two Spring 2024 graduates, one is pursuing a masters degree full-time and the other will apply in spring 2025 for a position in Fall 2025.

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Praxis: Principles of Learning and Teaching	At midpoint, initial candidates' pedagogical and professional knowledge and skills are primarily measured through the Praxis PLT exam. The required passing cutoff score is 160 for Elementary K–6 and 157 for Secondary 7–12, as set forth by the Guam Commission for Educator Certification. The performance expectation is that all students pass, and all subsection scores fall within the average range. .	Detailed datasets included in SOE's Annual Data Reports (ADRs) show a breakdown of candidates' passing scores by test categories: (a) Instructional Process and (b) Assessment—for pedagogical knowledge, and (c) Students as Learners and (d) Professional Development Leadership and Community—for professional knowledge, and (e) Analysis of Instructional Scenarios. It is very rare that students do not pass on a first attempt. The average passing score for both undergraduate elementary and secondary was 176 and

		<p>the average passing score for the MAT was 179 with two scores at 195 and one 200.</p> <table border="1" data-bbox="1339 347 1879 889"> <thead> <tr> <th>PLT Section</th> <th>N</th> <th>Avg</th> <th>Avg poss.</th> <th>Avg. range</th> </tr> </thead> <tbody> <tr> <td>A) Inst. Process</td> <td>64</td> <td>15</td> <td>21</td> <td>12-18</td> </tr> <tr> <td>B) Assessment</td> <td>64</td> <td>16</td> <td>21</td> <td>14-17</td> </tr> <tr> <td>C) Students as Learners</td> <td>64</td> <td>11</td> <td>14</td> <td>9-12</td> </tr> <tr> <td>D) Prof. Dev. Leadership & Community</td> <td>64</td> <td>10</td> <td>14</td> <td>9-12</td> </tr> <tr> <td>E) Analysis of Inst. Scenarios</td> <td>64</td> <td>12</td> <td>16</td> <td>9-13</td> </tr> </tbody> </table>	PLT Section	N	Avg	Avg poss.	Avg. range	A) Inst. Process	64	15	21	12-18	B) Assessment	64	16	21	14-17	C) Students as Learners	64	11	14	9-12	D) Prof. Dev. Leadership & Community	64	10	14	9-12	E) Analysis of Inst. Scenarios	64	12	16	9-13
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Educator Disposition Assessment (EDA)	We began using the Educator Disposition Assessment (EDA) in Fall 2018 to assess our candidates' disposition at entry, midpoint, and exit in the initial educator preparation and advanced programs. The assessment is completed by the candidate's course instructor. Candidates are aware that this assessment applies to the university setting, courses, early practicum experiences, and their final	The results for the undergraduate and graduate programs show that our candidates largely receive "Meets Expectations" for each EDA element (1-9).																														

	<p>internship. Furthermore, elements in the EDA were aligned to SOE’s Conceptual Framework—preparing candidates as Knowledgeable Scholars (KS), Effective Communicators (EC), and Reflective Decision-makers (RD).</p> <p>The candidates are rated on a three-point scale of Needs Improvement, Developing, and Meets Expectations.</p> <p>Faculty of SOE, both full-time and parttime, participated in a refresher/calibration on how to assess students using the EDA in April of 2021. A schedule for training/calibration has not been established, but should be discussed, particularly as new faculty are hired.</p> <p>The expectation is that all candidates <i>meet expectations</i>, however there are practices in place that should a candidate be rated at needs improvement or developing, meetings with the advisor or faculty committee may be necessary.</p>	<p>The percentage of overall ratings show a range of 94.44%-100% or an average of 99.17% of the initial candidates receiving a “Meets Expectations,” less than 1% of the candidates are “Developing,” and none were rated at “Needs Improvement.”</p> <p>One element (Demonstrates professionalism) stood out as an area for awareness with indicators related to punctuality, attendance, and prompt responsiveness to communication.</p> <p>For the advanced programs, the range of percentages on the overall was from 93.62% to 100% with an average for all advanced candidates of 98.11% for “Meets Expectations” and less than 2% with “Developing.” “Demonstrates Effective Oral Communication” was the one element with the lowest rating.</p> <p>Aspects of oral communication include appropriate language, word choice, and grammar for the learning environment. Also, communicates at an age-appropriate level as evidenced by content specific vocabulary.</p>
Advanced Programs		
Praxis II (Reading, Counseling, SLLA)	100% of those who take the Praxis II pass with a score of at or above the acceptable score set by the GCEC.	The key word is those who take the Praxis II in Reading, School Counseling or the SLLA. It is not a requirement for the reading program and this past year, the

		pass rate was 66% (2/3 passed). If the candidate didn't pass, they could take an in-house comprehensive exam. For counseling, five school counseling and two dual track passed the school counseling Praxis. For the SLLA, not all students are required to complete the M.Ed, but those who are seeking certification with the state must take a series of courses and internship with SOE. All five passed the SLLA.
Capstone Portfolio	100% of the candidates will be rated as a Level 3 or Level 2 (on a three-point scale) or as "proficient or distinguished." (Administration & Supervision and Innovations in Teaching and Learning)	Candidates' NELP or NBPTS portfolios were rated as Level 3 or Level 2 and Distinguished or Proficient 100% of the time. NELP 4.3 and 6.2 were the only two standards where all students earned a Level 2 and this may have had more to do with opportunity to demonstrate over ability to demonstrate.
Culturally Responsive Practice	The graduate programs have multiple measures. Two included here are the EDA and a final internship evaluation in counseling. The EDA #6 measures if a student exhibits an appreciation of and value for cultural and academic diversity. The expectation is that all students earn a - "meets expectations". On the Counseling internship skill development final evaluation, candidates are rated on the statement "demonstrates sensitivity when interacting with socio-culturally diverse students and colleagues." The	100% of all graduate completers were rated as "meets expectations" on the educator disposition assessment, #6. All but one counseling student were rated a 3 – "above average," on the identified statement in their final evaluation. The one student earned a 2 – "demonstrates competency."

	expectation is that all students “demonstrate competency” (2).	
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Classroom Supervisor Survey	Classroom supervisors complete a survey at the end of student teaching for the initial undergraduate programs. The expectation is the classroom supervisor will observe their student teacher engaged in the activities described most of the time (3) or higher (always = 4)). The survey is separate from the formal observations and assessment of instruction.	The results for Fall 23 and Spring 24 classroom supervisor survey indicated the averages for all questions were in the range of 3.05 to 4.0. While this shows classroom supervisors rated the observed behaviors and skills of their student teachers as “most of the time” or “always.” The rating of “sometimes” was highest with the student teachers’ <i>interaction with parents or guardians to discuss their child’s learning</i> . The most common statement for improvement from the classroom supervisor is to make student teaching a year-long experience.
Employer Survey	We expect that employers will rate our graduates at least a 3 (satisfied) or higher (quite (4) and very (5) satisfied) when responding to the prompt: To what degree are you satisfied with the professional preparation of first-year teacher(s) from the University of Guam in each of the following areas?	Employers, when asked about their overall satisfaction with the initial educator preparation by the University of Guam for new teachers in the schools SY21-22 and SY22-23 rated their satisfaction at 3.43. Overall, 84.79% of the respondents were satisfied to very satisfied with the

		professional preparation of our initial educators.												
Educator Disposition Assessment (EDA)	The expectation is that all candidates “meet expectations,” however, there are practices in place that should a candidate be rated as “needs improvement” or “developing”, a meeting with the advisor or faculty committee may be necessary.	<p>For Standard 2, the elements of the EDA that were used to respond to the standard included 1) Appreciation and Value of Cultural and Academic Diversity, 2) Demonstrating Preparedness in Teaching and Learning, 3) Exhibiting the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability, and 4) Collaborating Effectively with Stakeholders.</p> <table border="1"> <thead> <tr> <th>EDA Section for Standard 2</th> <th>Initial Programs AY 2023-2024</th> <th>Advanced Programs AY 2023-2024</th> </tr> </thead> <tbody> <tr> <td>1 Appreciation and Value of Cultural and Academic Diversity</td> <td>100% (N=47) Meets Expectations</td> <td>100% (N=47) Meets Expectations</td> </tr> <tr> <td>2 Demonstrating Preparedness in Teaching and Learning</td> <td>100% (N=47) Meets Expectations</td> <td>100% (N=47) Meets Expectations</td> </tr> <tr> <td>3 Exhibiting the social and emotional intelligence to promote personal and educational goals</td> <td>100% (N=47) Meets Expectations</td> <td>100% (N=47) Meets Expectations</td> </tr> </tbody> </table>	EDA Section for Standard 2	Initial Programs AY 2023-2024	Advanced Programs AY 2023-2024	1 Appreciation and Value of Cultural and Academic Diversity	100% (N=47) Meets Expectations	100% (N=47) Meets Expectations	2 Demonstrating Preparedness in Teaching and Learning	100% (N=47) Meets Expectations	100% (N=47) Meets Expectations	3 Exhibiting the social and emotional intelligence to promote personal and educational goals	100% (N=47) Meets Expectations	100% (N=47) Meets Expectations
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		4 Collaborating Effectively with Stakeholders	100% (N=47) Meets Expectations	100% (N=47) Meets Expectations
		The N is a little higher than the actual advanced completer number as there are a few students at the advanced/graduate level who took courses out of sequence.		

5. Notes on Progress, Accomplishment, and Innovation

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

The programs decided to create individual advisory committees to allow for meaningful and constructive dialog. All active programs hosted meetings in Spring 2024.

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

In Spring 2023, a stakeholder-driven one-time **TESOL** cohort was launched with 14 students and continues today with 12 students who will graduate in Spring 2025.

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

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

The **Admin & Supervision** program replaced the thesis requirement with action research to align with trends in other university school leadership programs. Additionally, the reciprocity with input and support within the advisory committee has been positive.

The GDOE is looking to update their Guam Administrator Standards and School Leader Evaluation Program to reflect the current national administrator standards.

Innovations in Teaching and Learning (InTAL) continues to provide publication opportunities for participants and graduates and also was successful with recruitment of a cohort of 8 this fall.