



AAQEP Annual Report for 2023

Provider/Program Name:	University of Guam BAE & MAT - Initial Educator Preparation – Elementary and Secondary MEd Administration & Supervision MA School Counseling MEd Reading
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).

Summary data here provides the reader with information about the UOG School of Education's successes in terms of program enrollment, preparation, and completion. As well as satisfaction or recommendations for improvement 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 2022-2023

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 (12 months ending 05/23)	Number of Completers in most recently completed academic year (12 months ending 05/23)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Initial Certification: Elementary	121	22
	Initial Certification: Secondary– 6-12 (licensure areas include – math, general science, fine arts, PE & school health, English, social studies)	86	14
Master or Arts in Teaching	Initial Certification: Elementary	1	1
	Initial Certification: Secondary – 6-12 (licensure areas include – math, general science, fine arts, PE & school health, English, social studies)	27	17
Total for programs that lead to initial credentials		235	54
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education In Administration & Supervision	Initial School Administrator	17	2
Master of Education in Reading	Professional Certification; Reading Specialist K-12	38	21

Total for programs that lead to additional/advanced credentials		55	23
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Education in Innovations in Teaching and Learning	n/a	14	11
Master of Arts in Counseling	Professional Certification: School Counselor or Community Counselor (not disaggregated)	38**	8
Total for additional programs		52	19
TOTAL enrollment and productivity for all programs		342	96
Unduplicated total of all program candidates and completers		342	96

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

<p>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.</p>				
342				
<p>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.</p>				
96				
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>				
61				
<p>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.</p> <p>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 2022-2023 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. The one difficulty we had is with students who transferred in, and it therefore appears they completed in two years – we did not use them in the total count – so the numbers are slightly different from the completers above.</p>				
Declared Program	Head Count	Percent (%) Graduated in 4 years	Percent (%) Graduated in 5 years	Percent (%) Graduated in 6 years
Elementary	19	5 (26%)	6 (32%)	5 (26%) or 84%
Secondary	14	2 (14.3%)	5 (36%)	5 (36%) or 86%
SOE	33	7 (21%)	11 (33%)	10 (30%) or 85%
UOG First-time, Full-Time Freshmen Cohort	419	15.3 %	31.5%	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 teacher performance assessments are administered by Praxis and based on data from the previous year up to August 2023. The following scores had enough test takers (5 or more) to show the pass rate percentage. 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	34	22	64.7
5134	Art: Content Knowledge	2	*	
5038	English Lang. Arts: Content Knowledge	15	12	80
5169	Middle School Mathematics	3	*	
5165	Mathematics	7	3	42.86
5622	Principles of Learn Teach: Grades K-6	20	19	95
5624	Principles of Learn Teach: Grades 7-12	41	38	92.68
5435	General Science	7	5	71.4
5857	Health and PE	1	*	
5440	Middle School Science	2	*	
5113	Music	4	*	
5421	Professional School Counselor	8	7	87.5
5301	Reading Specialist	3	*	
6990	School Leaders Licensure Assessment	7	5	71.43
5081	Social Studies: Content Knowledge	5	3	60

When compared to previous years, it appears there is a greater percentage of tests from AY22-23 that fall below the 80% pass rate threshold. The programs are reviewing the scores to look at weaknesses and potential gaps in courses that may be needed to boost the success rates. Students do need to pass the subject assessment in order to student-teach and eventually pass, but it may take more than one attempt. This is an issue we are reviewing.

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

The SOE chose not to administer the alumni survey this past year. The island was devastated by a typhoon in May of 2023 and the island is still dealing with the repercussions of that storm. We will wait until late spring or early summer 2024 to administer the employer survey.

G. Narrative explanation of evidence available from employers of program completers , with a characterization of findings.
The SOE chose not to administer the employer survey this past year. The island was devastated by a typhoon in May of 2023 and the island is still dealing with repercussions of that storm. We have many schools that are sharing their facility either by alternating days or by alternating time of day. In addition, the Department is under the leadership of a new Superintendent. This new leadership has chosen to maximize, or cross-level classrooms, and teachers and principals have been scrambling this semester to address the changes in personnel and the schedule. We will wait until late spring or early summer 2024 to administer the employer survey.
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), 82% of the completers for AY22-23 for the initial preparation at the undergraduate and MAT are employed by the GDOE. Another 6% are employed by private, charter, or off-island schools.

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
Initial Preparation Programs:		
GPA	Required GPA for Undergraduate is 2.7. Required GPA for Graduate is 3.0	At exit, GPA averages for the academic year across the three initial educator preparation programs indicates our completers continue to be high academic achievers with an average GPA of 3.73

<p>Praxis</p>	<p>Candidates applying for admission into the educator preparation program are required to pass Praxis Core. The passing scores are established by the same law that created the Guam Commission for Educator Certification.</p> <p>Reading requires a passing score of 156 Writing requires a passing score of 162 Math requires a passing score of 150</p> <p>It is expected that all students will pass the Praxis Core.</p>	<p>It is recognized that in order to be admitted to the School of Education you have to pass the Praxis Core. So, technically we have a 100% pass rate.</p> <p>However, when reviewing the ETS Data Manager, students who have identified the UOG as a score recipient are included in the pass rate report. Not all students apply to the School of Education. Some test takers are seeking a temporary certification from the state.</p> <table border="1" data-bbox="1333 657 1879 816"> <thead> <tr> <th>Test CORE</th> <th>N</th> <th>n</th> <th>Pass Rate %</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>45</td> <td>34</td> <td>75.6%</td> </tr> <tr> <td>RDG</td> <td>49</td> <td>40</td> <td>81.6%</td> </tr> <tr> <td>WRTG</td> <td>55</td> <td>32</td> <td>58.2%</td> </tr> </tbody> </table>	Test CORE	N	n	Pass Rate %	Math	45	34	75.6%	RDG	49	40	81.6%	WRTG	55	32	58.2%
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<p>Praxis Subject Assessment</p>	<p>The following Praxis Subject Assessments are required prior to Student Teaching or Internship. The expectation is that all students will pass the test above the cut score established by the Guam Commission for Educator Certification.</p> <p>Elementary Education: Content Knowledge: 163</p> <p>Middle School Mathematics: 165</p> <p>Middle School Science: 150</p> <p>Art: Content Knowledge: 158 English Language Arts: Content Knowledge: 167</p> <p>General Science: Content Knowledge: 150</p> <p>Music: Content Knowledge:</p> <p>Social Studies: Content Knowledge: 154</p> <p>Health and Physical Education: Content Knowledge: 160</p> <p>Reading Specialist: 164</p> <p>School Leaders Licensure Assessment: 151</p> <p>Professional School Counselor: 156</p>	<p>While 100% of our students must pass the subject assessment prior to student teaching or prior to admission into the MAT program, it is particularly important that we monitor the content tests for our undergraduate and advanced programs. This past year, many students who did not pass the mathematics subject assessment chose to take the middle school math assessment. The Secondary program coordinator needs to provide the content area faculty across the UOG campus with a breakdown of the test areas that need more attention. For example, we need to evaluate the History for Education program and see if it has enough Geography. On the Mathematics test, Number & Functions, Algebra, Functions, and Calc subtest scores need to be seen by the program and for the general science, more attention on Life Science and/or Earth and Space Science would benefit our future teachers.</p>
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<p>Praxis: Principles of Learning and Teaching</p>	<p>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. .</p>	<p>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 the first attempt.</p> <table border="1" data-bbox="1339 659 1881 1040"> <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>53</td> <td>15</td> <td>21</td> <td>13-17</td> </tr> <tr> <td>B) Assessment</td> <td>53</td> <td>10</td> <td>14</td> <td>9-12</td> </tr> <tr> <td>C) Students as Learners</td> <td>53</td> <td>14</td> <td>21</td> <td>15-20</td> </tr> <tr> <td>D) Prof. Dev. Leadership & Community</td> <td>53</td> <td>10</td> <td>14</td> <td>9-14</td> </tr> <tr> <td>E) Analysis of Inst. Scenarios</td> <td>53</td> <td>11</td> <td>16</td> <td>9-14</td> </tr> </tbody> </table>	PLT Section	N	Avg	Avg poss.	Avg. range	A) Inst. Process	53	15	21	13-17	B) Assessment	53	10	14	9-12	C) Students as Learners	53	14	21	15-20	D) Prof. Dev. Leadership & Community	53	10	14	9-14	E) Analysis of Inst. Scenarios	53	11	16	9-14
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<p>Educator Disposition Assessment (EDA)</p>	<p>We began using the Educator Disposition Assessment (EDA) in Fall 2018 to assess our candidates’ disposition at entry, midpoint, and exit in the initial educator preparation and advanced programs. The assessment is completed by the candidate’s course instructor. Candidates are aware that this assessment applies to the university setting, courses, early</p>	<p>The results for these initial and advanced programs show that our candidates largely receive Meets Expectations for each EDA element (1-9).</p>																														

	<p>practicum experiences, and their final internship. Furthermore, elements in the EDA were aligned to SOE’s Conceptual Framework—preparing candidates as Knowledgeable Scholars (KS), Effective Communicators (EC), and Reflective Decision-makers (RD).</p> <p>The candidates are rated on a three-point scale of Needs Improvement, Developing, and Meets Expectations.</p> <p>Faculty of SOE, both full-time and parttime, participated in a refresher/calibration on how to assess students using the EDA in April of 2021.</p> <p>The expectation is that all candidates <i>meet expectations</i>, however there are practices in place that should a candidate be rated at <i>needs improvement</i> or <i>developing</i>, meetings with the advisor or faculty committee may be necessary.</p>	<p>The percentage of overall ratings show a range of 92 to 100% over the 9 elements. 95% of the initial candidates received a <i>Meets Expectations</i> and 5 % of the candidates are <i>Developing</i>.</p> <p>For the advanced programs, the range of percentages on the overall was from 87% to 100% with an average for all advanced candidates of 96.3% for <i>Meets Expectations</i> and 3.7% with <i>Developing</i>.</p>
Advanced Programs		
GPA	The University requires candidates to maintain a 3.0 GPA, therefore 100% of the candidates will maintain a 3.0 or better.	100% of the program candidates met the minimum required GPA.

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.	This was met with Admin and Supervision, Reading, and Counseling completers who sat for the exam. Not all students choose to complete the Praxis for the advanced programs. Some are completing the program for the pay increase that comes with earning a master's.
Capstone Portfolio	100% of the candidates will receive "proficient or distinguished" or "meets or exceeds" expectations on the ratings. (Administration & Supervision and Innovations in Teaching and Learning)	100% of the candidates met the desired expectation.
Culturally Responsive Practice (multiple measures)	The graduate programs have multiple measures (EDA- "meets expectations", Curriculum Assessment - "target or acceptable", Literacy Strategy – "cultural connections", Counseling Project – "B or higher.")	Candidates in all programs met the criteria established by the program.

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 that 100% of the time the classroom supervisor will observe their student teacher engaged in the activities	The results indicated that 97% of the time, classroom supervisors rated the observed behaviors and skills of their student teachers as "most of the time" or "always." The rating of "sometimes" was 3% and area to note that needs attention

	described most of the time (3) or higher (always = 4)). The survey is separate from the formal observations and assessment of instruction.	was the student teachers' <i>interaction with parents or guardians to discuss their child's learning.</i>
Completer Survey/Exit Survey	<p>The Completer Survey was recently revised to mirror many of the Standard 2 aspects so we will be able to review data by program by aspect. The expectation is that 100% of the respondents will “agree” to “strongly agree” that the programs within SOE meet student needs and satisfaction. Because this was just instituted in Fall of 2023, data for this will be available next annual report.</p> <p>Data from the previous exit survey that does not align to Standard 2 as well but the results do align to the classroom supervisor evaluations for student teachers.</p>	<p>The results of the Exit Survey for our undergraduates show that 95% of the responses indicate the student teachers rate the identified experiences as “most of the time” or “always” and only 5% of the time were they rated as sometimes. The area to watch mirrors that of the classroom supervisors. The student teachers indicated that their <i>interaction with parents or guardians</i> was not as high as other areas.</p> <p>The advanced program completers consistently rated their ability to establish goals for their professional growth and engage in self-assessment, goal setting, and reflection as “strongly agree.” Twelve percent of the respondents felt their program needed to emphasize understanding and engaging more in the local school and cultural community. This is important to review while recognizing the diverse community that we serve.</p>

<p>Educator Disposition Assessment (EDA)</p>	<p>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>	<p>For Standard 2, the elements of the EDA that were used in order 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" data-bbox="1333 521 1890 1297"> <thead> <tr> <th data-bbox="1333 521 1514 631">EDA Section for Standard 2</th> <th data-bbox="1514 521 1694 631">Initial Programs UG* AY 2022-2023</th> <th data-bbox="1694 521 1890 631">Advanced Programs (includes MAT) AY 2022-2023</th> </tr> </thead> <tbody> <tr> <td data-bbox="1333 631 1514 771">1 Appreciation and Value of Cultural and Academic Diversity</td> <td data-bbox="1514 631 1694 771">100% (n=38) Meets Expectations.</td> <td data-bbox="1694 631 1890 771">100% (n=70)</td> </tr> <tr> <td data-bbox="1333 771 1514 933">2 Demonstrating Preparedness in Teaching and Learning</td> <td data-bbox="1514 771 1694 933">97.37% (n=37) Meets Expectations and 2.63% (n=1) is Developing,</td> <td data-bbox="1694 771 1890 933">98.57% (n=69) Meets Expectations and 1.43% (n=1) are Developing</td> </tr> <tr> <td data-bbox="1333 933 1514 1154">3 Exhibiting the social and emotional intelligence to promote personal and educational goals</td> <td data-bbox="1514 933 1694 1154">92.1% (n=35) Meets Expectations and 7.89% (n=3) are Developing,</td> <td data-bbox="1694 933 1890 1154">98.57% (n=69) Meets Expectations and 1.43% (n=1) are Developing</td> </tr> <tr> <td data-bbox="1333 1154 1514 1297">4 Collaborating Effectively with Stakeholders</td> <td data-bbox="1514 1154 1694 1297">100% (n=38) Meets Expectations.</td> <td data-bbox="1694 1154 1890 1297">98.57% (n=69) Meets Expectations and 1.43% (n=1) are Developing</td> </tr> </tbody> </table> <p>Although we strive for 100% of our students to “Meet Expectations,” the fact that</p>	EDA Section for Standard 2	Initial Programs UG* AY 2022-2023	Advanced Programs (includes MAT) AY 2022-2023	1 Appreciation and Value of Cultural and Academic Diversity	100% (n=38) Meets Expectations.	100% (n=70)	2 Demonstrating Preparedness in Teaching and Learning	97.37% (n=37) Meets Expectations and 2.63% (n=1) is Developing,	98.57% (n=69) Meets Expectations and 1.43% (n=1) are Developing	3 Exhibiting the social and emotional intelligence to promote personal and educational goals	92.1% (n=35) Meets Expectations and 7.89% (n=3) are Developing,	98.57% (n=69) Meets Expectations and 1.43% (n=1) are Developing	4 Collaborating Effectively with Stakeholders	100% (n=38) Meets Expectations.	98.57% (n=69) Meets Expectations and 1.43% (n=1) are Developing
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		<p>consistently 90% of our completers at initial and advanced meet expectations, we are satisfied with the progress we are making with dispositions.</p>
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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 restructuring of our divisions was approved by the University President and the SOE is now divided by initial preparation and advanced programs. This helps as division meetings can now also focus on instruments, data, and student performance. We were able to reinstitute the after-school workshops in spring 2023 which were well attended by our student teachers, interns, and first year teachers. We are still struggling with finances and defending faculty lines. We still have faculty searches open for Reading, Special Education, Elementary, and Foundations. We are not currently searching for the TESOL vacancy; however, a cohort has started and is being managed by the Program Chair for Admin & Supervision and while courses are taught by qualified full-time and part-time faculty.