



SCHOOLS AND COLLEGES

SCHOOL OF EDUCATION

ABOUT

The School of Education provides initial preparation and continuing education opportunities to aspiring teachers and other professional personnel engaged in educational activities on Guam, the Western Pacific region, and the U.S. mainland. These purposes are accomplished primarily through classroom instruction and related practicum activities monitored and coordinated by the teaching faculty.

The School of Education requirements presently meet teacher certification requirements for Guam, the Northern Mariana Islands, the Federated States of Micronesia, the Marshall Islands, Palau, and many U.S. states. Students are responsible for becoming familiar with certification requirements of the geographic areas in which they plan to seek employment. Students need to be aware that certification requirements change and that it is the student's responsibility to be aware of changing standards for certification.

Programs to prepare candidates for teacher certification in elementary and secondary education provided by the School of Education are accepted by the Guam Commission on Educator Certification (GCEC).

ACADEMIC MISSION

The mission for the School of Education is to prepare teachers, professionals, and leaders in education to meet the multicultural educational demands of Guam and the region in the Pacific. The emerging challenges brought about by social, economic, and political changes within the region have created a need to expand the school's ability to deliver appropriate instruction and related educational services. Thus, an integral part of the school's mission is becoming the academic, research, and service resource center for Guam and the greater Micronesian area.

The School of Education believes that an effective educator must possess the knowledge, skills, and disposition necessary to carry out the roles of facilitator, collaborator, motivator, manager, mentor, evaluator, and change agent. The development of knowledge, skills, and disposition draws from the various activities in each program intended to assist candidates in becoming knowledgeable scholars, effective communicators, and reflective decision-makers.

DIVISIONS

The School of Education is organized into two academic divisions:

- **Academic Education & Research Services**

This division, comprised of the Master of Counseling and Master of Education in Administration & Supervision programs, covers education theories and practices, educational psychology and research, and educational technology.

- **Professional Teacher Preparation**

This division, which includes the undergraduate education programs, Master of Arts in Teaching, and the majority of the Master of Education specializations, focuses on the pedagogical component of educator preparation with an emphasis on diversity in an effort to meet the needs of the island's public school system. Upon completion of our educator preparation programs, candidates meet the certification requirements for Guam. The Master of Education programs develop and advance candidates' skills to meet high need areas to support our local and regional school districts.

ACADEMIC AFFAIRS COMMITTEE

The academic quality of program offerings within the School of Education is monitored by the Academic Affairs Committee. SOE programs/units are designed to meet



the needs of public education and focus on teaching, practice, in-service, and research programs to prepare educators in both the pre-service and in-service areas at both the undergraduate and graduate levels.

The Academic Affairs Committee works with the SOE Advisory Council, which is typically composed of the educational leadership from the public and private schools as well as related service agencies, such as Mental Health and Public Health.

STUDENT ORGANIZATIONS

Student Organization	Advisor
Gearing Education for Maximum Service	Dr. Jackysha Green

DEGREES

DEGREE PROGRAMS

BACHELOR'S DEGREES

- [Elementary Education](#)
 - Optional specializations:
 - [Early Childhood Education](#)
 - [English as a Second Language](#)
 - [Special Education](#)
- [Secondary Education](#)
 - Option A: Content Major
 - Option B: Emphasis
 - Math
 - General Science
 - Physical Education/School Health
 - Fine Arts
 - Modern Language - Japanese
 - Career and Technical Education
- Additional specializations:
 - [English as a Second Language](#)
 - [Special Education](#)

MASTER'S DEGREES

- [Master of Arts in Counseling](#)
- [Master of Arts in Teaching](#)
- Master of Education
 - Specializations:
 - [Administration & Supervision](#)
 - [Secondary Education](#)
 - [Reading \(online\)](#)
 - [Special Education](#)
 - [Teaching English to Speakers of Other Languages \(TESOL\)](#)

ADMISSION

Applying for Admission

Students must submit an application for admission to the School of Education that includes a LiveText portfolio with the following, demonstrating that he/she has the knowledge, skills, and disposition necessary for success as a teacher candidate:

- Praxis Core Reading, Writing, and Math scores that meet the Guam Commission for Educator Certification requirement;
- Completion of a minimum of 48 semester hours, including the following major course requirements: ED-110, ED-201, and ED-271 (required for Elementary majors only);
- Two School of Education Disposition Rubrics to be completed by one School of Education faculty and one content area faculty;
- An electronic portfolio demonstrating competence in the InTASC standards. Evidence of competence (artifacts) can come from graded work in SOE courses, General Education courses, content major courses, and University; or community service. At least six artifacts must be submitted.

The Admissions Committee will review all documents and make a recommendation to the dean to approve or deny admission. The action will be binding unless successfully appealed. Within four weeks of submission, the dean will inform each applicant and their program of the decision. In case of denied admission, the applicant must re-apply by submitting a new application for admission the following semester.



Admission Deadlines:

- Fañomnåkan (Jan.–May) admissions: Oct. 15
- Fanuchånan (Aug.–Dec.) admissions: March 15

Individual Degree Plan (IDP)

An official IDP is defined as an Individual Degree Plan appropriately signed by the School of Education designee and the registrar in the Office of Admissions & Records. Holders of an official IDP will be granted admission to the School of Education if they can fulfill the following requirements:

- Have a GPA of 2.7 or more for all earned credits;
- Have at least 40 semester hours of credit acceptable to the University of Guam; and
- Have the consent of the program coordinator and the approval of the dean of the School of Education.

CERTIFICATION

Those with a bachelor's degree or higher seeking certification only must seek admission into the School of Education.

PROGRESSION

GRADE REQUIREMENTS

Students seeking degrees in the School of Education should familiarize themselves with the [General Education Requirements](#). All students working toward a Bachelor of Arts in Education degree must complete the General Education requirements of the University with a cumulative GPA of 2.7 or higher.

Additionally, a grade of "C" or better must be earned by SOE undergraduate majors in all SOE courses. Secondary major students must maintain a grade of "C" or better in all relevant content areas.

The letter grade system is used in all courses.

ADVISEMENT

Students who have declared Education as their major are required to seek academic advisement through the

School of Education. All students should read this catalog carefully as it is the authority on degree requirements.

See the [Academic Advisement section](#) to view the School of Education advisors.

STUDENT STATUS

The courses of instruction offered by the School of Education are organized into undergraduate and graduate levels in a developmental sequence that promotes the acquisition of knowledge and competencies at increasingly complex levels and in important areas of specialization.

There are two categories of student status at the undergraduate level: Pre-Education and Teacher Candidate.

Pre-Education Status

During the freshman and sophomore years, students who are interested in investigating and understanding teaching as a career can explore their interest as a Pre-Education major. Through interactions with School of Education advisors, students plan an initial course of study and participate in entry-level experiences with these goals in mind. The School of Education encourages interested students to explore the teaching profession through actual involvement in school classrooms beginning in the freshman year. These experiences help students to become familiar with pupils' attitudes, values, and abilities. Additionally, they provide an increasingly important opportunity to acquaint interested students with pupils from diverse cultural environments and schools at a variety of levels. These early experiences assist interested students in making an informed decision about their further participation in the program as a teacher candidate.

Teacher Candidate Status

Admission to teacher candidacy typically comes at the beginning of the junior year. A formal application is required during the sophomore year. During the junior and senior years, students gain detailed experiences and training in their specific program area.

STUDENT TEACHING

The student teaching assignment (ED-492) in the senior year is the culminating experience of the teacher education program. The student is placed with a classroom supervisor at the appropriate level where he/she is guided through an induction period of observation, a period of participation and observation, and a final period of increasing responsibility for teaching full-time during his/her hours at school. Faculty members of the School of Education provide supervision and assistance to the student teacher.

Prior to student teaching/internship, all teacher candidates must take the following Praxis tests and pass with a score as set by the Guam Commission for Educator Certification:

- Praxis Subject Assessment
- One of the following:
 - Praxis Principles of Learning and Teaching: K–6
 - Praxis Principles of Learning and Teaching: 7–12

Scores from the student's two Praxis tests must be presented prior to acceptance for student teaching or internship. Because of the importance of the student teaching experience, there are specific requirements for admission. Candidates for student teaching must contact the Office of the Field Experience Coordinator in the semester preceding student teaching to be apprised of the various requirements and to submit materials and information required prior to acceptance into the student teaching experience.

Students are cautioned about the need to concentrate their full resources during the student teaching semester on student teaching. Students are not allowed to carry an overload as student teaching is a full-time job. Students are urged to review the contents of the Student Teaching Handbook, available from the Office of the Field Experience Coordinator prior to enrollment.

Residency Requirement for Student Teaching:

Individuals who have earned a bachelor's degree or higher in education (i.e. elementary or early childhood) from any regionally accredited college or university and have not completed the certification requirements as set forth by

the Guam Commission for Educator Certification must meet the following University requirements:

1. Enroll in the University as a non-degree seeking student;
2. Take a minimum of 12 education credits, approved by the program and dean, from the University of Guam prior to student teaching/internship;
3. Take Praxis PLT and Praxis Subject Assessment and pass with scores as set by the Guam Commission for Educator Certification;
4. Prepare an InTASC portfolio on LiveText; and
5. Comply with the field experience requirements prior to placement.

LEARNING OUTCOMES

The common attributes of each major include the following:

1. Students receive training that is particularly relevant to Guam and Micronesia.
2. Students are encouraged to be involved in practicum during each year of preparation to be culminated by the student teaching experience.
3. Students may be assigned independent study projects.
4. Students are provided a foundation for later graduate work.

Students successfully completing their degree program and becoming certified educators 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 foundations core;
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, educators will be able to provide learning environments that:
 - a. Respect diversity, collaboration, and shared responsibility; and
 - b. Promote high levels of achievement

4. A professional disposition as identified in the Educator Disposition Assessment (EDA). Teacher candidates should be aware that the dispositions identified in this EDA apply to the university setting, courses, early practicum experiences, and the final student teaching or internship. The candidate is aware his/her professional dispositions will be assessed throughout the teacher education program and will have bearing on decisions made regarding eligibility to complete in a successful manner.

Our program learning outcomes are based on the 10 standards of the Interstate Teacher Assessment and Support Consortium (InTASC). The following standards guide the School of Education toward outcomes in its teacher preparation programs:

1. Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

9. Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

