

PROJECT HATSA

**Guam Department of Education
Teacher Quality Enhancement Grant**



Outcomes Report June 2010



Superintendent's Summary



Nerissa Bretania Underwood, Ph.D.
Superintendent, GDOE

About six years ago, a group of educators got together to discuss an incredible opportunity to enhance the skills of teachers in what was then called the Guam Public School System (GPSS). This group of educators, led by then-superintendent Dr. Juan Flores and University of Guam CEDDERS Director Dr. Heidi

San Nicolas, recognized the potential positive impact that this opportunity could have on our educational system.

This was the conception and eventual “birth” of Project Håtsa, “the Guam Department of Education’s (DOE) Teacher Quality Enhancement Grant.”

Because the overall intent of the grant is to improve student achievement, the word “Håtsa,” which means “to raise” or “to build” in Chamorro, was chosen for this systems change project.

And change the system it did. The project was designed to be DOE’s “structured framework to develop and implement education reform focusing on teacher certification, teacher preparation, professional growth, supervision, and evaluation through systemic change guided by a broad cross-section of community stakeholders.” Taking a very methodical and systematic approach to bring about improvements to our system, the project, headed by Dr. Nieves Flores, and her

hard-charging team of program coordinators, Connie Guerrero, Dr. Aline Yamashita, and Dr. Gayle Hendricks, held numerous focus group, stakeholder group, orientation and training sessions at school sites.

The project collaborated with the University of Guam School of Education and consultants from the New Teacher Center based at the University of California in Santa Cruz, the Center for Improving Teacher Quality (CTQ), the National Staff Development Council (NSDC), the National Board for Professional Teaching Standards (NBPTS) and the Mid-continent Research for Education and Learning Center (McREL). The project also provided support for teams of teachers and administrators to attend off-island training opportunities such as the Association for Supervision and Curriculum Development (ASCD) Annual Conference, the Professional Learning Communities Institute, the NSDC Summer Conference, the CTQ annual forums, and Assessment Institute.

Project Håtsa has provided significant supports to bring about systemic improvements to our school system. Now that the project has completed its performance period, my administration is committed to continuing the course the project has set to “increase student achievement by ensuring that all teachers receive high quality preparation and induction support that are comprehensive, coherent, and aligned with state and national standards” as well as promoting job-embedded, data-driven professional development.



Dr. Nieves Flores (left), Project Håtsa Director, walks through the steps of “passing the baton” to Dr. Nerissa Underwood, Superintendent (right), to symbolize the passing of the coordination of Project Håtsa initiatives from Guam CEDDERS to the Guam Department of Education as Arlene Unpingco, (center) Deputy Superintendent of Educational Support and Community Learning, applauds.

Project Director's Message



Nieves Flores, Ed.D.
Project Håtsa Director

Project Håtsa, the Guam Department of Education's Teacher Quality Enhancement (TQE) Grant, has reached the end of its performance period. It was four and a half years ago when the journey began to enhance the quality of teaching and learning in the Guam public schools in order to improve student achievement.

Though the grant has reached the end of its lifespan, the journey continues beyond the grant period.

The project achieved the grant goals of developing teacher/administrator standards and updating teacher and administrator certification requirements to meet the needs of 21st century school personnel. Throughout the course of the grant, it promoted the involvement of stakeholders in providing them an opportunity to provide feedback on the process of

achieving the goals. In addition to achieving the vast majority of its objectives, the grant achieved three major unintended outcomes: (1) a foundation for building the capacity of schools to provide effective, job-embedded professional development; (2) opportunities for individuals to broaden their knowledge and skills in grant writing; and (3) the enhancement of the ability of school personnel to use data to drive instructional decisions.

The Department has been provided with the tools and mechanisms to continue the efforts set forth by the grant. On behalf of the Project Håtsa staff, we extend our appreciation to the superintendents during the past five years, as well as the deputy superintendents, and stakeholders both from the school system and the community. Most especially, we thank all the school administrators, teachers, counselors, and teacher-leaders that stepped out of their "comfort zone" to improve teaching and learning.

Guam Teachers Earn National Teacher Certification

In 1999, Public Law 25-84, "Financial Incentives for Nationally Certified Teachers" was signed into law which allowed the Department of Education (DOE) the opportunity to provide financial support to up to ten teachers to apply for national certification. In addition, the legislation also made provisions for pay differential for nationally certified teachers. However, the statute did not provide a specific funding source and so the law remained on the "books" and failed to be implemented.

Beginning in 2005, Project Håtsa provided funding for teachers to apply for national certification. Two DOE teachers, Roberta Abaday and Aileen Canos, chose to undergo the rigorous process through the National Board of Professional Teacher Standards (NBPTS) and were rewarded for their efforts.

This process consisted of a compilation of documents detailing lesson plans and teaching strategies, videotapes of actual delivery of instruction, and completion of a comprehensive written examination administered in Honolulu, completed over a period of nine months. ***Congratulations Roberta and Aileen!***



Roberta Abaday, (left) an English teacher at John F. Kennedy High School and Aileen Canos (right), a Science teacher at F.B. Leon Guerrero Middle School have earned the distinct honor of being the first teachers on Guam to be nationally certified by the National Board of Professional Teacher Standards (NBPTS).

Table of Contents

Superintendent's Summary	i
Project Director's Message	ii
Project Outcomes.....	2
Focus Area 1: Stakeholder Involvement: Policy & Curriculum Alignment.....	3-8
Focus Area 2: Mentoring and Professional Growth	9-12
Chronology of Activities	13-14
Focus Area 3: Teacher Supervision & Evaluation	15-17
Mini-Grants Enhance Teaching & Learning	18-23
Goals & Objectives: Accomplishments	25-27
Funding/Project Evaluation/Staff Listing	27-28

Project Håtsa by the Numbers

Grant award: \$6,126,780

Total Mentees 2006-2010: 337 **New Teacher Retention Rate 2006-2008:** 100%

Total funding of Mini-grants: \$883,124 **Number of schools awarded Mini-grants:** 37

Project Håtsa On-site School Orientation Activities **Sessions:** 43 **Participants:** 1,331

Certification & Professional Growth **Sessions:** 40 **Participants:** 1,373

**Professional Teacher Evaluation Program (PTEP),
Administration Certification, Alternate Program** **Sessions:** 29 **Participants:** 958

**Teacher/Administration Certification,
Administrator Preparation Program** **Sessions:** 25 **Participants:** 867

Number of Professional Development Activities: 119

Number of School Personnel Attending Professional Development: 4,090

Off-island Consultants: 11

(from the New Teacher Center, University of California, Santa Cruz; National Staff Development Council; Center for Teacher Quality; National Board of Professional Teacher Standards; Mid-continental Regional Education Laboratory)

Project Håtsa Outcomes

- The adoption of the “Guam Professional Teacher Standards”
- Adoption of updated professional certification requirements for teachers that are aligned with the Professional Teacher standards
- The establishment and implementation of a high-quality alternative route to initial teacher certification by UOG’s School of Education
- Establishment and sustainability of a Teacher Mentor Program for new teachers to increase student achievement through teacher retention
- Increasing the capacity of school personnel to design and deliver effective, job-embedded professional development
- Drafted revision to the current Professional Teacher Evaluation Program (PTEP) that is aligned with the adopted Professional Teacher Standards
- Adoption of the Guam Administrators’ Standards
- Adoption of Guam Administrators’ Certification Standards
- Technical assistance support to the development of the administrators’ evaluation system
- Funding support for schools to access the latest technology to enhance instruction
- Funding for content-specific professional development

Unintended Outcomes

- The Guam Commission for Educator Certification was established as an independent certification entity;
- The foundation was laid for building the capacity of schools to provide effective, job-embedded professional development;
- School personnel were provided the opportunity to increase their knowledge and skills in grant writing; and
- School personnel enhanced their ability to use data to drive instructional decisions.



The Project Håtsa Joint Leadership/Stakeholder Group was comprised of representatives from the community including University of Guam, Guam Community College, Department of Defense Education Activity, the Governor's Office, and teachers and administrators from the Guam Department of Education. Members included: Seated (L-R) Doreen Pereda, Dr. Gayle Hendricks, First Lady Joann Camacho, Dr. Helen Whippy, & Dr. Lawrence Kodiyanplakkal. Standing, middle row: Menang Diaz, Dr. Aline Yamashita, Roberta Abaday, Dr. Nieves Flores, Cathy Cardenas, Doris Faisao, & Tish Sahagon. Back row: Pat Bennett, Dr. Michelle Santos, Mike Diekmann, Dr. John Sanchez, Thelma Hechanova, Colette Beausoliel, Sandra Leon, June Timpe (partially hidden), & Marie Barretto. The Joint Leadership/Stakeholder group served as the vehicle for providing update and obtaining feedback on the Project.

Focus Area 1

Stakeholder Involvement: Policy & Curriculum Alignment

Goal 1: To increase the quality of teacher preparation at the University of Guam.

Objective 1: To revise Guam's Initial Certification Standards for initial certification and align them with teacher preparation programs.

Objective 2: GDOE will develop standards for review and approval of teacher preparation programs based on research-based practices, and thereby, increase student achievement.

Goal 2: To develop and implement high-quality alternate routes (AR) for initial certification designed for individuals that already have a degree and want to prepare to teach, thereby ensuring student achievement.

Objective 1: To research alternate route programs for post-graduate certification in teaching.

Objective 2: To develop an alternate route option for post-graduate certification in teaching.

Goal 3: To ensure continuous progress in enhancing teacher quality in the GDOE by promoting ongoing stakeholder involvement through structured opportunities for dialogue relevant to reform issues.

Objective 1: To establish a group to serve as the vehicle for obtaining feedback on the Project.

Objective 2: To update and disseminate information on the progress for enhancing teacher quality that results in student achievement.

Focus Area 1

Stakeholder Involvement: Policy & Curriculum Alignment



Connie Guerrero, M.Ed.
Program Coordinator,
Focus Area I

The major activities under Project Håtsa were organized within “focus areas.” Focus Area 1 addressed policy and curriculum alignment. Through the intense analysis of best practices and lessons learned, followed by input from a broad range of stakeholders through a series of meetings held over a period of twelve months, the goals and

objectives under this Focus Area were achieved.

Major outcomes of this focus area are:

- Revision of Guam’s Teacher Professional Standards.
- Endorsement of Standards for Teacher Preparation Programs.
- Adoption of revised Educator Certification Standards.
- Alignment of teacher preparation programs with certification standards.
- Establishment and implementation of high-quality alternative routes for initial certification.

Professional Teacher Standards

The development of the Guam Professional Teacher Standards was made possible by stakeholders including K-12 teachers, counselors, school leaders and professors from the University of Guam, School of Education. The members of the Guam Education Policy Board adopted the Teacher Standards on July 26, 2006. The standards were implemented during the school year 2007-2008. The Guam Professional Teacher Standards addressed the following areas:

- Planning
- Instruction
- Management
- Reflection and Professional Development and
- Learning Communities.

The standards drive teacher preparation, certification, and evaluation. The development of the Guam Teacher Standards was necessary for the development of the Guam Professional Certification.

Collaborative effort among teachers, administrators, and the university community was an historic event. The three pronged outcomes, not specific to the project but necessary for the intended outcomes of the project were the alignment of teacher standards, professional certification, and teacher preparation.

Professional Educator Certification Stages

After intensive research, development of drafts, incorporation of input from teachers, administrators, university faculty stakeholders and Board members, the Education Policy Board adopted the Professional Certification Stages & Professional Growth Program during their August 9, 2007 meeting. Implementation was set for School Year 2008.

The revisions to the certification stages were based on the adopted Guam Professional Teaching Standards (July 26, 2006) and national standards.

The development of the Guam Professional Certification Stages are aligned to the Guam Professional Teacher Standards. In addition, they reflect the teacher preparation program at the University of Guam. The Guam Professional Certification consists of three stages or levels: Initial Educator, Professional Educator, and Master Educator.

The revised certification stages were implemented January 15, 2008. Since its effective date, 1,140 teachers have been certified under the new system. Included in this number, as of February 28, 2010 were 210 teachers who received Initial Educator Certification; 517 teachers who received Professional Educator Certification, and 413 teachers who received Master Educator Certification (*see chart on page 8*).

The demand for certified teachers is a national concern. In an effort to meet the demand, the development of an alternate route to certification nationwide continues to be monitored and studied. Project Håtsa and the University of Guam, School of Education, worked collaboratively to develop an alternate route for post graduate certification.

The Educator Standards, Certification Stages, and Standards for Teacher Preparation Program Review, are included in the next three pages. These documents are also available at: www.gdoe.net/hatsa/F1_docs.htm

Guam Teacher Professional Standards

STANDARD 1: PLANNING

A teacher will plan based upon knowledge of subject matter, students, the community, and curriculum goals.

1.1 Demonstrates subject area competency in the content area(s) assigned.

1.2 Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral and physical).

1.3 Selects, creates, and evaluates relevant learning experiences to include long and short term goals to address curriculum standards.

1.4 Plans lessons and activities that are aligned with the district's adopted curriculum recognizing the needs, learning styles, and performance of diverse learners.

1.5 Uses appropriate school and community resources that support learning.

1.6 Demonstrates an understanding of technology operation and concepts.

STANDARD 2: INSTRUCTION

A teacher will deliver accurate content while involving students in learning activities.

2.1 Demonstrates core content knowledge to effectively maximize student learning outcomes.

2.2 Selects alternative teaching strategies, materials, and technology to develop students' higher-order thinking skills and creativity, achieve multiple instructional purposes, and to meet the diverse needs of students.

2.3 Engages students in active learning that promotes critical thinking, problem solving, and competence.

2.4 Understands and applies the social, ethical, legal, and human issues surrounding the use of technology and other resources.

2.5 Creates interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry across content areas.

2.6 Connects instruction to students' prior experiences with family, culture, community, and real-world applications.

2.7 Models effective communication strategies in conveying ideas and clarifying information (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).

2.8 Uses a variety of assessment techniques to enhance knowledge of learners, evaluate student progress and performance, and modify teaching and learning strategies (e.g., observation, student portfolios and assessments,

rubrics, educator-made tests, performance tasks, projects, peer assessment, and standardized tests).

2.9 Maintains complete records of student work and performance and communicates student progress responsibly to students, parents/guardians, and colleagues.

2.10 Communicates and interacts with students and is responsive to student needs.

STANDARD 3: MANAGEMENT

A teacher will organize learning environments and maintain appropriate student behavior.

3.1 Demonstrates constructive use of time, space, resources, and activities for instruction.

3.2 Creates a positive learning environment that encourages active student participation.

3.3 Engages students in meaningful learning activities

3.4 Manages resources within the context of learning activities using current research and technology.

STANDARD 4: REFLECTION AND PROFESSIONAL DEVELOPMENT

A teacher will enhance their capacity to improve student achievement through reflective practices and participation in professional development.

4.1 Uses classroom observation, pertinent information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflection and revision.

4.2 Networks with professionals, uses professional literature and other resources for self development.

4.3 Demonstrates a commitment to continued professional growth to improve student learning.

4.4 Demonstrates a commitment to continued professional growth in educational leadership skills.

STANDARD 5: LEARNING COMMUNITIES

A teacher will collaborate with colleagues, parents/guardians, and community members to improve student learning.

5.1 Collaborates with stakeholders in addressing school curriculum, instruction, and assessment issues.

5.2 Uses multiple approaches to establish proactive, on-going relationships with parents/guardians and other stakeholders in order to enhance student learning.

5.3 Identifies and collaborates with school personnel and utilizes community resources to help students reach their full potential.

5.4 Participates in activities designed to make the entire school a productive learning environment through teamwork/teambuilding.

5.5 Communicates and interacts with community resources to address school needs.

5.6 Communicates and collaborates with peers, parents/guardians, and the larger community using appropriate means in order to nurture student learning.

Education Certification Stages

Components	Initial Educator	Professional Educator	Master Educator
Guam Professional Standards for Teachers	Proficiency in teacher standards – with a focus on one or more	Proficiency in teacher standards – with a focus on two or more	Mastery of teacher standards
Prerequisites	<ul style="list-style-type: none"> Meet Approved Preparation Program sections 6.1.1 or 6.1.2 (See below) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Earns degree from a state-approved college/university program Passing score on PRAXIS I Passing score on the subject matter knowledge test(s) i.e. PRAXIS II or completion of an approved program (Major in content area) by the college/university Field-based experiences demonstrated in at least three (3) courses or seminars that address the Guam Professional Teacher Standards Supervised practicum or student teaching (at least 90 days) in the field and grade level for the certification sought. Coursework aligned with Guam Professional Teacher Standards Grade point – 2.7 or higher Receiving a positive recommendation from the student's program of study as a result of the student teaching experience 	Meet all educational requirements for Initial Educator.	Meet all educational requirements for Initial Educator, Professional Educator and have earned a Master's degree.
Required Courses/ Activities	<ul style="list-style-type: none"> Guam History or Guam Culture, within the first year after the person's certification. Sixty (60) clock hours of professional activities within the 3 year period. 	<ul style="list-style-type: none"> Ninety (90) clock hours of professional activities within the 5 year period. 	<ul style="list-style-type: none"> One hundred twenty (120) clock hours of professional activities within the 10 year period.
Mentorship	One Year	No	No
Length of Certification	3 year non-renewable; minimum 2 years	5 year renewable	10 year renewable
Professional Growth Plan	<p>Yes. PGP:</p> <p>(1) Identifies goals based on one or more Guam Teacher Professional Standards; (2) Portfolio of evidence indicating that progress has been made in reaching the goals of the Professional Growth Plan; and (3) PGP reviewed, concurred and acknowledged progress by administrator on-site.</p>	<p>Yes; PGP:</p> <p>(1) Identifies goals based on two or more Guam Teacher Professional Standards; (2) Portfolio of evidence documenting the successful completion of the plan may include artifacts i.e. college or university credits, workshops, seminars, conferences, action research, curriculum development, work experiences, district committee work, presentation at conferences, publications, teaching courses, or work on special projects; (3) PGP reviewed, concurred, and acknowledged progress by administrator on-site.</p>	<p>Yes. PGP:</p> <p>(1) Demonstrate attainment of extraordinary professional competence on the Guam Teacher Professional Standards; (2) Portfolio or video of evidence or certification by NBPTS; (3) PGP reviewed, concurred, and acknowledged progress by administration on-site.</p>
Professional Teacher Evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation	Satisfactory yearly evaluation

Teacher Preparation Programs Review and Approval Standards

The University of Guam, School of Education's Teacher Preparation Program was granted state-approval status by the Superintendent of the Department of Education in 1997. However, there were no established criteria for review or approval of standards.

Guam public school teachers, university faculty members (School of Education) and school administrators reviewed research related to key issues and questions in teacher preparation. Questions about subject matter and pedagogical preparation, clinical training, and policy influences were examined through research. The results

have provided direction in establishing teacher program approval standards for the Department of Education.

As a result, a set of teacher preparation approval standards was developed. These standards govern the approval and/or continuation/discontinuation of teacher preparation programs for the Department of Education.

To augment this effort, Project Håtsa funding was provided to the University of Guam School of Education, College of Liberal Arts and Social Sciences, and the College of Natural and Applied Sciences to align teacher preparation programs with professional teacher standards.

The following five standards provide the overall structure for the review of teacher preparation program in Guam.

- I. Curriculum: Teacher preparation program is designed to provide prospective teachers with mastery of the knowledge, skills, and dispositions needed to teach PreK – 12 student standards.
- II. Internship/Student Teaching: Teacher preparation program provides prospective teachers with opportunities to develop their expertise through a coherent set of experiences in a variety of field sites, demonstrate a solid grasp of subject matter and basic understanding of content-specific pedagogy prior to student teaching, and work with school-based educators who model effective practice.
- III. Performance assessment: Teacher preparation program provides an ongoing assessment of a prospective educator's knowledge and classroom skills and disposition and also the opportunity to demonstrate the performance articulated in the Guam Public School System teacher standards.
- IV. Linkage with PreK – 12 Priorities: Institution faculty collaborates with PreK-12 teachers and administrators to align teacher preparation curricula with the Guam Teacher Performance Standards and education faculty collaborate with faculty from arts and sciences to ensure alignment with PreK-12 student content standards.
- V. Program Renewal: Teacher preparation program engage in program review and renewal to ensure candidates do well on licensure examinations but most importantly guaranteeing their effectiveness in the classroom.



Project Håtsa Mentors and UOG faculty attended a mentoring academy workshop conducted by consultants from the New Teacher Center based at the University of California at Santa Cruz. (L-R) Mentors Emily Meno, Debra Santos, Lou Benavente, UOG Professor of Education Dr. Bennet Dungca, (center, seated), and mentor Linda Sablan confer during the workshop.

Alternative Route to Teacher Certification

The development and implementation of an alternative route (AR) program was a collaborative effort between Project Håtsa and the University of Guam, School of Education. Dr. John Sanchez started the “Fast Track” program at the School of Education with the targeted outcome of certification in secondary education upon completion of the program. The program focused on second career individuals with a bachelor’s degree in an approved area of study. The program leads to teacher certification but does not lead to a degree in education.

The University of Guam is the only approved teacher preparation institute on Guam for the Guam Department of Education. As such, the Department of Education recognized and approved the alternate route toward certification designed by the University of Guam, School of Education.

In 2007, the Guam Education Policy Board approved a policy in support of waiving student teaching or internship in place of two years of teaching experience.

The AR program leads to initial certification designed for individuals who already have a degree and want a change of career. Data gathered by the Guam Commission for Educator Certification Acting Executive Director, John Anderson, reported that to date, three cohorts of professionals participated in the alternative route program at the University of Guam. A total of 70 professionals applied, were accepted, and went through the AR program. Of this group, 58% or 41 completed the program.

In summary, the teacher standards, certification requirements, teacher preparation programs review and approval standards, and alternative route to certification lay the foundation toward an increase in student achievement. A highly qualified teacher never reaches an end point; rather every accomplishment is a “tipping point” for further learning.

New Certification/Recertification Policy

Adopted: August 8, 2007
Implemented: January 15, 2008

NEW CERTIFICATION REQUIREMENTS	
Total # Certified	1,140
Initial Educator	210
Professional Educator	
Initial	22
Renewal	495
Master Educator	
Initial	123
Renewal	290

Data as of February 28, 2010



Vince Leon Guerrero (right), a social studies teacher at Untalan Middle School, talks with a parent while her son looks on during a Parent-Teacher Conference. Mr. Leon Guerrero earned his teacher certification through UOG’s alternative route program and worked with a mentor during his first year in the classroom.



The first group of mentors and mentees gathered for a group portrait at the beginning of School Year 2006-07. The group included: front row (L-R): Donald Carrang, Christine Legaspi, Linda Sablan, Ceferino Sucaldito, Jessica Weikle, Dawn Blas, Marie Barretto. Second Row: Divina Leones, Nieves Flores, Aline Yamashita, Rosa Rodriguez, Rose Hernandez, Daisy Singenes, Millie Bamba, Emily Meno, Shirley Avellana, Jessica Pineda, Romina Sotomil, Margaret Yoshida, Mabel Uncangco, Debbie Santos, Tiffany Fernandez, Eric Bamba. Third Row: Ana Leon Guerrero, Wendie Flores, Ramona Duenas (partially hidden), Sheri Vandegarde, Julie Reineke, Jackysa Green, Judy Taitano (partly hidden), Carmen Rosario, Laarni Mugol, Yvonne Pereda, Janice Padilla. Fourth Row: Kirk Drygas, Heather Bash, Linnea Smith (hidden), Robert Molloy, Edward Manalac, Sarah Martin, Rose Rios, Eilleen Walsh, John Tomac, Erick Miller, Bella Santos, Joe Fernandez. Last Row: Mike Skinner, Johnmyre Zapanta, Lou Benavente, Mary Taitano.

Focus Area 2

Mentoring and Professional Growth

Goal 4: To increase the likelihood of teacher retention by providing systemic mentor training and induction support from trained mentors and revision of professional growth requirements.

Objective 1: To implement a mentor training program system-wide.

Objective 2: To implement mentoring training and induction programs in all schools.

Goal 5: To re-design professional growth (recertification/reclassification) requirements to increase retention of highly qualified teachers thereby ensuring student achievement.

Objective 1: To review and revise professional growth requirements to ensure the provision of standards-based professional development.



(L-R) Ivan Tajeron, Maria Abid, Daisy Singenes, teachers at Chief Brodie Elementary School pose with their mentor, Tiffany Fernandez.

Focus Area 2

Mentoring and Professional Growth



Aline Yamashita, Ph.D.
Program Coordinator
Focus Area 2

A key component under Project Hâtsa was the establishment of a teacher mentoring program to support the Professional Teacher Performance Standards, a critical support mechanism found to be effective across the nation in enhancing skills and increasing teacher retention. Everyone agrees that to develop into a high quality teacher, you must remain a teacher.

To address the 50% of teachers who leave in their first years of teaching, a teacher mentoring program provides the support and guidance for those teachers struggling to make sense of today's students as they work hard to provide meaningful and relevant instruction for the 21st Century.

Project Hâtsa hired 15 full-time release mentors who worked with two regional coordinators. As guides on the sides, they helped teachers in their first three years of teaching, focusing on Beginning Teacher Competencies in planning, management, instruction, and professional development.

Hundreds of beginning teachers applauded the support that was non-evaluative. They felt safe sharing, wondering, learning, and growing as they helped their students to do the same.

The teacher retention rate was 100% during the piloting phase.



The Luis P. Untalan Middle School Team was one of 42 schools selected nationwide last May to be part of National Staff Development Council's Learning School Alliance (LSA) Project. "This project was established to promote educator and student learning, and to showcase exemplars of professional learning communities that advance educator and student performance." Congratulations Wildcats!

"I learned a lot from my mentor, more than expected. I would definitely mimic her approach and reiterate all points. She provided extensive insight."

"We always discussed my observations. The discussions were always helpful. It's always nice to have another pair of eyes, to know that you can improve on (delivery of instruction)."

"It helped me work on my weaknesses and build on my strengths."

- Reflections from Mentees



Joe Fernandez (left), mentor, appeared with Eric Bamba (right) mentee, in the 2008 Annual Report that was published in the second Pacific Daily News Supplement that was disseminated to the general public.

Total Mentees 2006-2010: 337

New teacher retention rate 2006-2008: 100%

Teacher Certification Professional Development Activities

Professional Growth Program

Just as exciting as the Teacher Mentor Program was the development and adoption of the Professional Growth Program. Based on the Teacher Performance Standards, teachers develop their professional growth plan. As they speak with their principal, they determine where they want to concentrate their growth.

The Professional Growth Program encourages each teacher to form a Professional Growth Team that will provide support and guidance. The team members can be any person the teacher wants with the concurrence of the school principal.

Any teacher will tell you that they spend great amounts of time outside of the classroom working with students. To acknowledge this work, the Professional Growth Program allows teachers to apply their documented work that is tied to a teacher performance standard towards their recertification.

Teachers may still complete formal courses for recertification but they may also earn credits through activities that enhance the teaching profession like grant writing, service on boards/committees/clubs or professional studies that include but are not limited to activities such as action research, study groups, or teacher exchange.

This process, summarized in the Professional Growth Plan Form (at right), is being utilized by the Guam Educator Certification Commission.

PROFESSIONAL CERTIFICATE
PROFESSIONAL GROWTH PLAN

Use this form in conjunction with the 5 standards and 29 criteria.

Educator:			
Building & Assignment:			
Standard/Criteria		I. Planning <input type="checkbox"/> II. Instruction <input type="checkbox"/> III. Management <input type="checkbox"/> IV. Reflection <input type="checkbox"/> V. Learning Communities <input type="checkbox"/> Please check the Standard(s) being addressed.	
Step 1	Professional Growth—Area of Focus (Your self-assessment, Teacher Evaluation Results, discussions with your administrator, and the review of district/school plans will provide guidance on a specific area in which you desire to grow as a professional educator. Your goal must be based on a teacher performance standard).		
Step 2	Your rationale for choosing this goal. As a result of professional growth activities, your students will be able to...		
Step 3	Identify New Learning Based on your rationale, what new learning will you need to build your capacity? Be specific.		
Step 4	Timeline for proposed growth activities		
	MONTH	ACTIVITY	ANTICIPATED IMPACT ON STUDENT LEARNING
Step 5	Plan for Documenting Your Growth		
	What evidence will you use to document how your professional growth has positively impacted student learning?		
Step 6	Collaboration with Your Professional Growth Team Arrange to consult with your Professional Growth Team and share your plan. Acknowledgement of Plan: (Team members) <div><div></div> Date: <div></div><div></div> Date: <div></div><div></div> Date: <div></div></div>		

PROFESSIONAL DEVELOPMENT ACTIVITIES	EVIDENCE
Courses related to education or a subject area taught.	Official transcripts from an accredited institution. Each semester hour of courses is equivalent to 15 hours of professional development.
District or school sponsored in-service or professional activities designed for professional development.	Written verification from the sponsoring district or school stating the dates of participation, accomplished outcomes, and number of clock hours completed.
Professional (education related) conferences or workshops.	Conference agenda and a statement or certificate from sponsoring organization noting participation and accomplishments.
Education research: shall be sponsored by a research facility or an accredited institution or funded by a grant.	The published report of the research or verification by the sponsored agency and a statement of the dates of participation and the number of clock hours earned.
Leadership role in a professional organization (President, Vice President, or governing board).	Written verification from the accreditation agency of the dates of service and clock hours completed.
Serving on a visitation team for a school accreditation agency.	Written verification from the accreditation agency of the dates of service and clock hours completed.
Completion of the process for certification by the National Board for Professional Teaching Standards.	Written verification for the National Board of Professional Teaching Standards and a statement from the employing district or school verifying the dates and clock hours completed during the certification process.



The Mentor Academy 1, which took place in April 2007, was facilitated by Bruce Duncan and Rosemary Garcia, New Teacher Center trainers based at the University of California, Santa Cruz. Participating in the Academy were: Front row (L-R): Mike Skinner, Lou San Nicolas, Bruce Duncan, Rosemary Garcia, Nate Taimanglo, Aline Yamashita, Second Row: Mary Taitano, and Judy Taitano, Lou Benavente, Marie Barretto, Debra Santos, Emily Meno, Shirley Avellana, Linda Sablan, Hannah Gutierrez, Ana-Camacho-Anderson, Kirk Drygas, Faye Kaible, Michelle Cerizo, Back row: Joe Fernandez, Robert Martinez, Tiffany Fernandez, Bella Santos, Rose Rios.



The mentors starred in a five-minute video to recruit new teachers to the program. Front Row (L-R): Rose Rios, Kurt Drygas, Millie Bamba, Joe Fernandez, Marie Barretto. Second Row: Anna Camacho-Anderson, Mary Taitano, Judy Taitano, Linda Sablan, Emily Meno, Aline Yamashita, Debra Santos, Shirley Avellana, Bella Santos, Lou Benavente, Tiffany Fernandez, and Mike Skinner.



(L-R) Debra Santos, Mary Taitano, Judy Taitano work on an activity during Mentor Academy 3 which took place in October, 2007.



(L-R) Kirk Drygas, Dr. Aline Yamashita, Tiffany Fernandez, and Joe Fernandez, discuss best practices during the Mentor Academy 3.



(L-R) Hannah Gutierrez, Mina Salgado, Ana Camacho-Anderson, Connie Guerrero, and Dr. Aline Yamashita pose during a Teacher Induction Institute held at the New Teacher Center in Los Aptos, California.

Chronology of Key Activities



2005

September

- Mentor Academy 1: DOE awarded TQE Grant awarded establishing Project Håtsa

October

- Project Director and Focus Area Coordinators hired
- Project offices established at the Castle Mall, Mangilao

November

- Focus Groups established; meetings with various stakeholders, including teachers, school leaders, counselors, university professors, parents, and community representatives begin to develop updated teacher and administrator standards and to develop the New Teacher Mentor Program

December

- Orientation to Project Håtsa completed at ALL schools
- Public awareness activities conducted via radio, tv, newspapers
- Three teachers submit applications to apply for support to become candidates for the National Board of Professional Teacher Standards (NBPTS) certification
- Workshops held on grant writing to apply for Mini-Technology Grants

2006

January

- First issue of "Håtsa Highlights" newsletter published & disseminated

February

- "Draft Teacher Standards and Performance Indicators" completed
- Regional Mentor Coordinators hired
- First PDN Supplement published
- "Mentoring Toolkit" completed
- Lynn Hines, consultant from NBPTS, conducted training on Feb 20-21
- TA provided to schools to develop Tech grant applications
- Launch of Håtsa Website: www.gdoe.net/Håtsa



March

- Community input on "Draft Teacher Standards and Performance Indicators" completed
- Technology Mini-grant applications due

April

- Research Analyst hired
- Håtsa staff attend the New Teacher Center Induction Institute, Santa Cruz, California, April 24-28
- Mini-grant application TA, revisions, & re-submittal

May

- Second issue of "Håtsa Highlights" published & disseminated
- Selection & Awarding of \$640,000 in mini-grants for technology & teacher professional development
- Completion of draft Guam Professional Teacher Standards (GPTS)
- GPTS Work Session with Teacher Certification Advisory Council

June

- 15 teachers hired to be Mentors
- Mentor Program structure finalized
- "Educator Certification Stages" completed
- GPTS Work Session with Guam Education Policy Board Subcommittee on Curriculum, Special Education, & Textbooks
- Draft Teacher Preparation Program Performance Criteria completed
- Draft Administrator Standards completed

July

- "Guam Teacher Professional Standards" adopted by the Guam Education Policy Board, July 26
- Mentor Training conducted

August

- Implementation of mini-grant activities
- District-wide Staff Development Workshop on "Effective Staff Development: Improving Student Learning" conducted by consultants from the National Staff Development Council (NSDC)



- TA received on program evaluation
- Implementation of Mentor Program for 70 mentees
- Stakeholders Input Session held at UOG/SOE on Proposed Administrator Standards

September

- Initial Certification and Professional Growth Standards for Teachers on-site presentations begin

October

- NSDC follow-up sessions
- Palm Handheld computer training

2007

January

- Initial Educator Certification and Recertification Policy and Professional Growth Program unanimously approved by the Certification Advisory Council
- One-hour workshops on "Using Data to Drive Decisions at the School Level"
- UOG Courses ED 592 Teacher Induction & ED 693 Mentoring taught by Project staff

February

- "Håtsa Highlights" published & disseminated

March

- "Proposed Alternative Route to Teacher Certification" completed
- "Palm Handheld Computer Basics" course taught through Mini-Tech Grant
- Opinion Survey of Teachers For Project Håtsa conducted

April

- "Foundations in Mentoring" workshop conducted by the New Teacher Center, UC Santa Cruz
- Mentor Academy 1

May

- Mentors interviewed on "Chalk Talk," K57 Talk Radio
- Mentors participate in "Viewpoint," a weekly television program produced and aired on KGTF, Guam's Public Broadcasting Station
- Opinion Survey of Teachers For Project Håtsa completed



June

- “Kadon Pika – Reflections by Participants in the 2006-2007 DOE Mentor Pilot Program” volume 1 published & disseminated
- 81 Mentees completed the school with the support of 14 Mentors

July

- Mentor Academy 2 Workshop: “Coaching and Observation Strategies”

August

- Implementation of the “Guam Teacher Professional Standards”
- Professional Certification Stages & Professional Growth Program adopted by the GEPB
- “Guam Administrator Standards” adopted by the GEPB
- 120 Mentees sign up for support from 12 Mentors
- Lead Project Evaluator joins staff
- “Designing Powerful Professional Development Using Job-Embedded Approaches” – district-wide training
- Criteria for approval of teacher preparation programs was endorsed by the Joint Board-Union Textbook Curriculum Committee and Superintendent

October

- Mentor Academy 3 Workshop: “Analyzing Student Work to Guide Instruction” conducted by Consultants from the New Teacher Center, University of California at Santa Cruz

November

- Third PDN Supplement published and disseminated
- Roberta Abaday awarded certification by the National Board for Professional Teacher Standards (NBPTS)

December

- Professional Development follow-up sessions

2008

January

- Stakeholders meeting
- Mentor Academy 4: “Designing and Presenting Professional Development for Beginning Teachers”
- TA from the Director of Research, New Teacher Center, UC Santa Cruz
- Professional Development follow-up sessions

February

- Professional Development follow-up sessions

March

- Mentors attended the Association for Supervision and Curriculum Development (ASCD) Institute, Conference, and Exhibit
- Principals’ Spring Academy
- Professional Development follow-up sessions

April

- Professional Development follow-up sessions

May

- Orientation sessions on the “Educator Certification Stages and Professional Growth Program” completed at 21 schools
- Administrator Preparation Program Review Standards endorsed by the Joint Board-Union Textbook Curriculum Committee and the Superintendent
- Administrator Certification Requirements conditionally approved
- 122 teachers were supported by mentors during SY 2007-08
- Alternative Routes to Teacher Certification draft completed; under review by Certification Advisory Council
- 28 schools awarded funding through the Mini-Grant program to increase the use of instructional technology

June

- McRel “Power Walkthrough” Training for Administrators Professional Training
- Administrators’ Leadership Academy Presentations: Professional Teachers Evaluation Program; Implementation of NSDC Standards for staff development

December

- Professional Development Team follow-up session

2009

April

- Leadership Academy: “Improving Student Learning Through the Use of Quality Data”

July

- Untalan Middle School Team selected by the National Staff Development Council to participate in the “Learning School Alliance” Project.

- Third District-wide Professional Development Activity “Doing the Laundry”
- “Passing the Baton” ceremony

October

- Monthly Regional Professional Development

November

- Aileen Canos, FBLG Middle School Science Teacher, becomes second Guam teacher to earn the NBPTS certification

October

- Monthly Regional Professional Development

2010

January

- District-wide Professional Development Workshop conducted by Guam Teachers who attended the National Staff Development Conference and the Learning Communities Institute
- Breakout sessions on the four topical areas:
 1. Learning Communities
 2. Differentiated Instruction
 3. Comprehension for English Language Learners
 4. Formative Assessment

February

- Second follow-up sessions to the four topical areas

March

- Third follow-up session to the four topical areas
- End of Performance Period





Administrators of schools that had received a mini-grant pose for a group picture. The leadership of a school is critical to ensuring implementation to initiatives that promote teaching and learning. (L-R) First row: James Petite, Lourdes San Nicolas, Kathryn San Nicolas, Erika Cruz, Naomi Taitingfong, Carla Masnayan, Christine Andres, Geraldine Quejado, Erica Cepeda. Second row: Derrick Santos, Rose Rios, Christine Terlaje, Tricia Moylan, Geraldine Lujan, Tricia Cruz, Corina Paulino, Dexter Fullo, Rose Herrera, Eveylyn Mantanona, Denise Taimanglo, Terese Manoloto, Nancy Diaz. Third row: Geraldine Santos, Agnes Camacho, Duane Mantanona, Lisa Santos-Cooper Nurse, Patrick Egrubay, Melina Mafnas, Robert Martinez, Gloria Barretto, Ulric Mark, Julie Mendiola, Eleuterio Mesa, Beth Perez, Mike Meno.

Focus Area 3

Teacher Supervision & Evaluation

Goal 6: To implement a standards-based Professional Teacher Evaluation (PTEP) through standards-based supervision of teachers to ensure the provision of high quality support to increase student achievement.

Objective 1: To revise school administrators' certification requirements.

Objective 2: To implement a standards-based Professional Teacher Evaluation Program (PTEP) that is aligned with certification standards and includes rewards and incentives for performance.



As part of their Mini-Grant activities, faculty & administrators from George Washington & Simon Sanchez High Schools received funding to purchase Palm Handheld computers for their students with the specific purpose of improving students' writing skills across the content areas. To help teachers maximize the usage of the Palms, they attended a 15-contact hour course taught by Rolly Maiquez entitled, "Palm Handheld Computer Basics." Participants included (Seated, L-R): Rolly Maiquez, instructor, Doreen Pereda, & Connie Guerrero. (Second row): Florie Mendiola, Analyn Nacar, Patrick Manibusan, Virginia Mattson, Erlinda Red, Zenaia Soria, Sophia Duenas, Jun Escalona, & Keith Quiambao. (Back row): Gerard Aguon, Vernon Kaimiaz, Joshua Bassler, Grace Griffin.

Focus Area 3

Teacher Supervision & Evaluation



Gayle Hendricks, Ed.D.
Program Coordinator
Focus Area 3

While teachers are key to highly effective instruction, research is showing that just as critical is the instructional leader. The school leader sets the tone and paves the way to preparing all students for life, promoting excellence, and providing support.

Adopted by the Guam Education Policy Board on August 9, 2007, the Guam

Administrator Standards range from Visionary Leadership, Instructional Leadership, Organizational Leadership, Stakeholder Leadership, Ethical Leadership, Contextual Leadership to Evaluation Leadership.

Certification Standards for School Leadership, which is aligned with the Guam Administrator Standards, placed emphasis on administrative leadership versus supervision, and recognized the value of meaningful and relevant professional development. The standards were adopted by the Guam Education Policy Board on April 21, 2009.

It was recommended that a School Leadership Coaching Program that would provide guidance and support to beginning administrators be developed and piloted. Coaches should be experienced as school leaders and in non-evaluative positions as they guide developing school leaders.

While not specified in Project Håtsa, the next logical step was the continued development of evaluative processes driven by these standards supported by a professional growth program for school administrators. This unintended outcome was addressed with enthusiasm and promise through a series of focus group sessions and Leadership Academies.

Guam Commission for Educator Certification

The development of the Guam Professional Certification resulted in the enactment of Public Law 28-183, which established the Guam Commission for Educator Certification. This legislation created an independent body responsible for issuing educator certificates for the island of Guam.

The Guam Commission for Educator Certification members are: Roberta Abaday, Chairperson, Connie Guerrero, Vice-Chairperson, Dr. Larry Kasperbauer, Dr. Ruby Stalnecker, Margie Leon Guerrero, Dr. John Sanchez, Kathy Reyes and The Guam Legislature approved the appointed members for three-year terms. The certification office is located at the University of Guam, School of Education.

Guam Administrator Standards

STANDARD 1: Visionary Leadership

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC 1; INTASC 10; NBPTS 5; NCATE 3; GPSSTS 5; NSDC 12; Mentor Program 4.4) through technology.

STANDARD 2: Instructional Leadership

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and faculty and staff professional growth. (ISLLC 2; INTASC 4; NBPTS 1,2,3; NCATE 1; GPSSTS 2,3; NSDC 3; Mentor Program 3.1, 3.2, 3.8)

STANDARD 3: Organizational Leadership

A school administrator is an educational leader who promotes the success of all students, faculty and staff by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (ISLLC 3; INTASC 2; NBPTS; NCATE 1; GPSSTS 1; NSDC 6; Mentor Program 2.1)

STANDARD 4: Stakeholder Leadership

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (ISLLC 4; INTASC 10; NBPTS 5; NCATE 3; GPSSTS 5; NSDC 12; Mentor Program 4.4)

STANDARD 5: Ethical Leadership

A school administrator is an educational leader who promotes the success of all students, faculty and staff by acting with integrity, fairness, and in an ethical manner. (ISLLC 5; INTASC 9; NBPTS 4 & 5; NCATE 3; GPSSTS 4; Mentor Program 4.1, 4.2, 4.3; NSDC 2)

STANDARD 6: Contextual Leadership

A school administrator is an educational leader who promotes the success of all students, faculty and staff by understanding, responding to, and influencing larger political, social, economic, legal, and cultural issues that affects schooling. (ISLLC 6; INTASC 6; NBPTS 2 & 3; NCATE 1; GPSSTS 3; NSDC 9; Mentor Program 2.5 & 2.6)

Adopted By GEPC, August 6, 2007

Guam Administrator Certification Stages

SCHOOL ADMINISTRATOR CERTIFICATION STAGES				
Components	Initial Administrator	Professional I	Professional II	Professional III
	INITIAL CERTIFICATION			
Prerequisites	<ul style="list-style-type: none"> Master's Degree Five (5) years of full-time classroom teaching experience Completion of an approved school leadership program OR a passing score on the School Leaders Assessment (SLLA) 	<ul style="list-style-type: none"> Successfully completed all "Initial Administrator" requirements 3 Years of school level administrative experience Competency in at least five (5) of the Guam Administrator Standards Completion of 60 hours of professional activities Successful completion of a Professional Growth Plan 	<ul style="list-style-type: none"> Successfully completed all "Professional I" administrator requirements Completion of a Master's degree plus 30 graduate credits in school leadership or related field Competency in all seven (7) of the Guam Administrator Standards Completion of 90 hours of professional activities during the certification period Successful completion of a Professional Growth Plan 	<ul style="list-style-type: none"> Successfully completed all "Professional I" administrator requirements Completion of a Doctorate Degree in an area of Education OR a second Master's degree in a field of education Or Education Specialist Competency in all seven (7) of the Guam Administrator Standards Completion of 90 hours of professional activities during the certification period Successful completion of a Professional Growth Plan
Renewability	No	Yes	Yes	Yes
	Must be completed during the certification period to be eligible for Professional I	Must be completed during the Certification Period to be eligible for Recertification		
Evidence of Competency	<ul style="list-style-type: none"> 60 hours of professional growth activities during the certification period. Competency in at least five (5) of the Guam Administrator Standards. 	<ul style="list-style-type: none"> 90 hours of professional growth activities during the certification period. Competency in all seven (7) of the Guam Administrator Standards upon application for renewal of Certification. 	<ul style="list-style-type: none"> 120 hours of professional growth activities during the certification period. Continued demonstration of competency in all seven (7) Guam Administrator Standards upon application for renewal of certificate. 	<ul style="list-style-type: none"> 150 hours of professional growth activities during the certification period. Continued demonstration of competency in all seven (7) Guam Administrator Standards upon application for renewal of certificate.
Mentorship	Yes – Not less than one year.	No	No	No
Length of Certification	3 Years	5 Years	7 Years	10 Years
Professional Growth Plan (PGP)	<p>Yes</p> <p>Content: (1) identifies goals based on one or more of the Guam Administrator Standards; (2) Portfolio of evidence demonstrating administrative accomplishments including evidence of progress on reaching the goals of the PGP; and (3) PGP reviewed and concurred by the appropriate associate superintendent.</p>	<p>Yes</p> <p>Content: (1) identifies goals based on one or more of the Guam Administrator Standards; (2) Portfolio of evidence demonstrating administrative accomplishments including evidence of progress on reaching the goals of the PGP; and (3) PGP reviewed and concurred by the appropriate associate superintendent.</p>	<p>Yes</p> <p>Content: (1) identifies goals based on one or more of the Guam Administrator Standards; (2) Portfolio of evidence demonstrating administrative accomplishments including evidence of progress on reaching the goals of the PGP; and (3) PGP reviewed and concurred by the appropriate associate superintendent.</p>	<p>Yes</p> <p>Content: (1) identifies goals based on one or more of the Guam Administrator Standards; (2) Portfolio of evidence demonstrating administrative accomplishments including evidence of progress on reaching the goals of the PGP; and (3) PGP reviewed and concurred by the appropriate associate superintendent.</p>
Professional Administrator Evaluation	Satisfactory annual evaluation	Satisfactory annual evaluation	Satisfactory annual evaluation	Satisfactory annual evaluation

Mini-Grants Enhance Teaching & Learning

One of the major activities of Project Håtsa was to offer Teacher Enhancement and/or Technology Mini-Grants. Most of the schools submitted a combined Mini-Grant. As of the end of the performance period on March 31, 2010, 37 of the 41 schools were awarded a mini-grant. However, only 35 implemented the mini-grants. There were three rounds of mini-grants: March 2006, March 2007, and November 2009. Breakdown by levels is as follows: 22 elementary, 8 middle, 4 high schools, and the alternative school. For the first round, three of the elementary schools that were awarded a grant decided not to implement their grants as per their application. Total funds expended to date for these three rounds of mini-grants is \$883,124.00. The breakdown for the utilization of the funds was placed into four major categories: Technology, Professional Development (included teacher stipends and payment for course instructor and graduate credits), Instructional Supplies and Instructional Materials.

The professional development component for each of the schools was determined by an analysis of student data and training related to the use of newly acquired technology. For the elementary schools, the professional development activities focused on: math content, math pedagogy, use of content-related software, use of classroom responders, and basic computer skills.

In addition to math content and pedagogy, middle schools' professional development activities included training in the use of handheld computers, use of Renaissance NEO2 and classroom responders, and implementation of learning communities. The high schools included professional development in the following areas: mastery teaching, using graphing calculators in the classroom, formative assessment, writing, strategic instructional model (SIM), reading composition, and the use of handheld computers in the classroom. The format for professional development included both face-to-face and webinars.

The technology purchased through the mini-grants included the following: Renaissance NEO2 and classroom responders, handheld computers with keyboards, graphing calculators, laptops, desktops, multimedia projectors, graphic organizer, content-related and assessment software.

Mini Grant Funds by Category FY2006-2009

Instructional Materials	\$5,787.00
Instructional Supplies	\$52,191.00
Professional development	\$147,586.00
Technology	\$677,560.00
TOTAL:	\$ 883,124.00



Students at Astumbo Elementary school enter their answers to multiplication problems using the Renaissance Responder. This device provides immediate feedback to their teacher, Fatima Tibudan (seated at her desk), who in turn uses this data to determine students' mastery level.

Mini-Grant Awardees

The following schools were awarded a Mini-Grant for Technology, Teacher Professional Development, or a Combined Mini-Grant for both areas. A total of thirty-seven (37) schools were awarded mini-grants from 2006-2009. However, two of the schools did not accept the funds. The outcomes and amounts awarded to the schools as of March 31, 2010 are provided in the table below.

Name of School	Focus of Mini-Grant	Amount Awarded
Elementary		
Agana Heights	<p>Outcome: To increase the academic achievement of a treatment group of students from six classrooms in reading, math, and language arts.</p> <p>Professional Development: Use of Handheld computers</p> <p>Technology: Handheld computers – Palm TjX</p>	\$12,290.09
Astumbo	<p>Outcome: To increase math problem solving knowledge and skills of teachers in grades 2nd - 5th</p> <p>Professional Development: Focus on Math Problem-solving; NEO2 Webinar</p> <p>Technology: 2Know Classroom Response System (Renaissance Learning); Renaissance NEO2</p>	\$46,660.94
C.L. Taitano	<p>Outcome: To increase math knowledge and skills in the following areas: Number sense and operation; Geometry and measurement; reasoning; math problem solving</p> <p>Professional Development: Classroom Response System and Assessment and Analysis of Math Skills</p> <p>Technology: Formative assessment with the use of the 2Know Classroom Response System (Renaissance Learning); Math Software</p>	\$28,904.07
Chief Brodie	<p>Outcome: Increase math achievement of students in grades 3rd – 5th in math problem solving.</p> <p>Professional Development: Math Problem-Solving</p> <p>Technology: 2Know Classroom Response System</p>	\$17,127.26
D.L. Perez	<p>Outcome: Increase by 5% the percentage of 3rd grade students performing above the 22nd percentile in math problem solving</p> <p>Professional Development: Math Problem Solving</p> <p>Technology: 2Know Classroom Response System</p>	\$15,423.09
F.Q. Sanchez	<p>Outcome: Increase math problem solving skills by 5 percentile points on SAT 10</p> <p>Target Population: All grade level students (~90) and teachers (11)</p> <p>Professional Development: Math Problem Solving (cost share with Astumbo)</p> <p>Technology: 2 Know Classroom Response System</p>	\$17,553.30
Finegayan	<p>Technology: Kidspiration Software (Graphic organizer)</p>	\$1,338.70
Harry S. Truman	<p>Outcome: Increase 1st grade student achievement in performance levels 3 & 4 by 6.2%</p> <p>Professional Development: Use of Benchmark Tracker</p> <p>Technology: Math software</p>	\$6,188.72

Name of School	Focus of Mini-Grant	Amount Awarded
Inarajan Elementary	Outcome: To increase student achievement in math problem solving Professional Development: Math Problem Solving Technology: Renaissance Learning Standardized test for Assessment of Reading (STAR): 2 Know Classroom Response System	18,412.58
J.M. Guerrero	Outcome: To increase the academic performance rate of students in grades 3rd and 5th by an average of 10% per school year beginning with SY 2007-2008 and continuing throughout each consecutive SY in math in levels 3 & 4 on the SAT 10 Test. Professional Development: Math Problem Solving Technology: Achievement Technology Skills Tutor Software (ATSTS)	\$30,478.42
J.Q. San Miguel	Outcome: To increase student achievement in math problem solving Professional Development: Math Strategies Technology: 2 Know Classroom Response System	\$10,373.10
L.B.J.	Outcome: To increase the % of LBJ's first grade students scoring at performance levels 3 & 4 on the Language sub-test of the SAT 10. Professional Development: Increasing language arts skills Technology: Kidspiration (Graphic organizer) software	\$11,248.38
M.U. Lujan	<ul style="list-style-type: none"> • Outcome: Increase the annual yearly progress (AYP) of student performance between grades 1st through 5th in level 3 on the district wide assessment test in language arts, reading, and math; To increase by 10% the students' academic achievement in percentile ranking in SAT 10 in the area of mathematics • Professional Development: Math Problem Solving • Technology: Direct Instruction software for language arts, reading, and math; Harcourt Math software; Benchmark Tracker; 2 Know Classroom response system 	\$29,274.73
Machananao	Technology: Kidspiration software	\$539.70
Marcial Sablan	Outcome: To increase by 5% the percentage of 1st through 5th grade students performing above the 22nd percentile. Professional Development: Math Problem solving/formative assessment Technology: Benchmark Tracker; 2 Know Classroom Response System	\$21,405.56
Maria Ulloa	Outcome: To increase the percentage of 1st through 5th grade students in performance levels 3 & 4 in math, for 1st & 2nd graders by 6.5% and for 3rd through 5th graders by 7.8%. Technology: Benchmark Tracker	\$4,656.00
Merizo	Outcome: Increase student achievement in reading by 7% in grades 1st & 2nd and 8% in grades 3rd through 5th as measured by SAT 10. Technology: 2Know, Classroom Response System, SFA Tutoring with Alphie's Alley Kit	\$27,055.30
P.C. Lujan	Outcome: Increase the number of students in SAT 10 performance levels 3 & 4 in reading 6% to 8%;To increase the P.C. Lujan's students' SAT 10 performance standard level in math by 3-5% Professional Development: Assessment Technology: Accelerated Reader; Renaissance Place, STAR Reading, and STAR Early Literacy Renaissance Place; 2 Know Classroom Response System	\$14,587.09

Name of School	Focus of Mini-Grant	Amount Awarded
Price	Outcome: Increase student achievement in math Professional Development: Foundations of Effective Instruction I and II (GFT Professional development courses) Technology: 2 Know Classroom Response System	\$53,072.02
Talofofo	Outcome: Increase student performance levels 1 & 2 by 5% on the SAT 10 in language in grades 1st through 5th; To increase by 5% the percentage of students in grades 1st through 5th performing above the 22nd percentile in math problem solving. Professional Development: Math Problem Solving/Formative Assessment Technology: Benchmark Tracker; 2 Know Classroom Response System	\$15,740.23
UPI	Outcome: To increase the number of 3rd grade students in levels 3 & 4 on the SAT 10 through the use of technology Technology: Renaissance Responders;	\$14,031.80
Wettengel	Outcome: Increase math problem solving knowledge and skills Professional Development: Math Problem Solving/implementation of formative assessments Technology: 2 Know Classroom Response System	\$10,668.41
TOTAL 407,029.49		
Middle Schools		
Agueda Johnston	Outcome: Increase math knowledge and skills Professional Development: Math Strategies Technology: 2 Know Classroom Response System	\$15,106.62
Astumbo Middle	Instructional Materials: Test Best SAT 10	\$13,366.84
F.B.L.G.	Outcome: Increase the number of students performing in levels 3 & 4 on the SAT 10 in the areas of reading, math and language arts; To increase the performance levels of English Language Learners (ELL) that fell within Levels 1 & 2 on the SAT 10 Professional Development: School-Wide Positive behavioral intervention and support (PBIS); math strategies Technology: Merit Software for ELL; 2Know Classroom Response System	\$31,554.67
Inarajan Middle	Outcome: Increase the number of students in levels 3 & 4 by 10% on the SAT 10 in language arts & reading; Increase math scores by 5% in the area of problem solving Professional Development: Training on software; Math Strategies Technology: Accelerated Reading, Accelerated Math, and Accelerated Grammar and Spelling; 2Know Classroom Response System/Alpha Smart Keyboards	\$26,118.11
Jose Rios	Outcome: Increase student achievement to meet the school district's expectancy level of students at grade level in language arts before they exit in middle school Professional Development: Strategic Instruction Model (SIM) for Writing; Math Strategies Technology: 2Know Classroom Response System Instructional Materials: Strategic Instruction Model (SIM) Writing materials	\$18,070.84

Name of School	Focus of Mini-Grant	Amount Awarded
L.P. Untalan	<p>Outcomes: Improve learning and student achievement in all grade levels in the areas of reading, math, and language arts as measured by the SAT 10 through implementation of learning communities; Improve student achievement in 6th grade language arts through the use of handheld computers;</p> <p>Professional Development: Learning communities training; handheld computer training</p> <p>Technology: Handheld computers (Palm T X)</p> <p>Instructional Materials: SRA Scoring High on the SAT10; ASCD Teacher Resources; NSDC Resources</p>	\$40,815.12
Oceanview	<p>Outcome: Increase student performance and achievement in all subject areas by 3%; Outcome: To increase math problem solving knowledge and skills</p> <p>Professional Development: Use of handheld computers in math/Math strategies; Use of NEO2</p> <p>Technology: Handheld computers (Palm T X); 2Know Classroom Response System; NEO2</p>	\$38,588.57
V.A. Benavente	<p>Outcome: Increase student achievement in the area of reading comprehension as indicated by the number of students in levels 3 & 4 on the SAT 10 assessment for reading; To increase student achievement in the area of math for both math procedures and problem solving.</p> <p>Professional Development: Reading Comprehension</p> <p>Technology: Mac books; ASCD reading comprehension training videos; Math Strategies</p> <p>Technology: Assessment and maintaining data with technology</p>	\$37,907.98
TOTAL \$221,528.75		
High Schools		
GW	<p>Outcome: Increase academic achievement, as measured by the SAT 10, of 9th graders in the math and language arts; Increase the SAT 10 skills of 140 first-year freshmen in language arts, social studies, science and mathematics</p> <p>Professional Development: Small Learning Communities and Benchmark Tracker; Reading Comprehension; Use of handheld computers; Writing</p> <p>Technology: Handheld computers (Palm T X) and Renaissance Classroom responders.</p>	\$61,656.90
JFK	<p>Outcome: Increase student achievement by 3% on the SAT 10 and a 10% increase in the number of freshmen "repeaters"; Increase the SAT 10 skills of 140 first-year freshmen in language arts, social studies, science and mathematics</p> <p>Professional Development: Foundations of Instruction I and Foundations of Effective Instruction II; Teaching Writing Skills</p> <p>Technology: Alpha Smarts Keyboards</p>	\$46,345.25
JP Torres	<p>Instructional Materials: SRA Reading Labs; SRA Scoring High on the SAT 10; SRA Specific Skills Series</p>	\$18,589.63
Simon Sanchez	<p>Outcome: Increase student achievement in the core subjects (Reading, Language Arts, and Math); raise the number of students performing at "proficient" and "advanced levels (3&4) of performance in the SAT 10.</p> <p>Professional Development: Mastery Teaching/Use of Technology in Content areas; Use of technology assessment</p> <p>Technology: Handheld Computers/Exam View Assessment Tool</p>	\$80,962.90

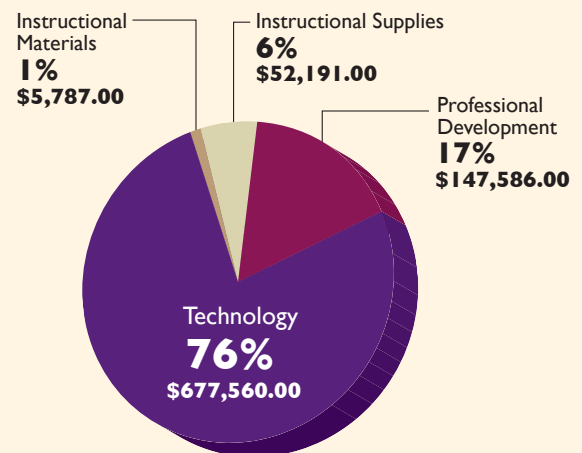
Name of School	Focus of Mini-Grant	Amount Awarded
Southern High School	<p>Outcome: Increase the number of students correctly answering SAT 10 items related to linear equations and inequalities</p> <p>Professional Development: Use of TI-84 Graphing Calculators/TI Navigator/Formative Assessments</p> <p>Technology: TI-84 Graphing Calculator/TI Navigator System</p>	\$47,011.08
		TOTAL 254,565.76



Teachers from Astumbo Elementary School recently attended a webinar on the use of NEO2 Keyboards. The school purchased the keyboards, using Project Hâtsa mini-grant funding, to develop student skills in writing and keyboarding. Participating in the webinar were (L-R): Pamela Villanueva, Danielle Bansil, Lizel Patubo, Fatima Tibudan, Vicky Cruz, and Maria Lourdes Felipe.

Mini-Grant Expenditure Breakdown

FY2006-2009



Total = \$883,124.00

“I found that using the responders as a reinforcement tool has helped increase my students’ test scores and (have) brought up most of their report card grades.”

Third Grade Teacher, CL Taitano Elementary



Utalalan Middle School Teacher Juvy Gao-ay Cariño's 6th Grade Language Arts students use handheld computers for writing activities, purchased through project funds.

Professional Development

Professional Development Every Day of the Year with the Intent of Improving Student Learning

For the past three and half years, personnel from a majority of the Guam Department of Education schools participated in district-wide training related to increasing their knowledge, skills, and dispositions in designing and delivering job-embedded professional development at their respective schools. In collaboration with Project Håtsa, summer trainings were conducted by National Staff Development Council (NSDC) consultants, Dr. Patricia Roy and Dr. Parker McMullen, in 2006, 2007, and 2009. In between the summer trainings, a minimum of five follow-up, monthly trainings were conducted in the four regions during the school year. Particular emphasis was placed on the notion that job-embedded professional development should be continuous and provided every day as part of the workday. This increases the probability of practices changing at the school level regarding the delivery of professional development.

In *Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well* (2010), an Issue Brief written in collaboration with the National Comprehensive Center for Teacher Quality, NSDC, and the Mid-Atlantic Comprehensive Center, job-embedded professional development is defined as “teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning” (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). Aligned with this formal definition, the goal of Project Håtsa’s district-wide professional development focused on developing the capacity of each school’s Professional Development (PD) team to deliver “teacher learning activities with the intent of improving student learning.” The process of promoting this type of learning was through the adoption of the NSDC PD standards. The twelve standards are: learning communities, data-driven, research-based, quality teaching, equity, leadership, resources, evaluation, design, learning, collaboration skills, and family involvement.

For some schools, implementing job-embedded PD meant changing the content of faculty meetings. For example, John F. Kennedy High School and Luis P.

Untalan Middle School now use their faculty meetings to provide teachers with skills related to literacy and use of discipline referral data respectively. At the high school, teachers break out into the respective disciplines and were provided the opportunity to learn the “literacy strategies” with the direct connection to their discipline. Teachers then implement the strategy and collect data related to its practice and its impact on student learning. At the middle school, faculty meeting time is divided by grade level teams to review and act on data related to discipline referrals as well as reviewing data based on “student voices” (a professional development design) as a formative evaluation of teaching practices.

As a result of the summer and monthly follow-up sessions throughout the year, school teams have built their capacity to deliver professional development that is based on the NSDC PD standards listed above. The standards emphasized during the grant included implementation of learning communities, data-driven, research-based, quality teaching, evaluation, and design with the emphasis on job-embedded PD.



(L-R) Dr. Parker McMullen and Dr. Patricia Roy rev up participants during the staff development workshop they led during the summer of 2007.

FOCUS AREA 1: STAKEHOLDER INVOLVEMENT: POLICY AND CURRICULUM ALIGNMENT

GOAL 1: To increase the quality of teacher preparation at the University of Guam.

Objective 1: To revise Guam's initial Certification standards for initial teacher certification and align them with teacher preparation programs.

Activity	Accomplished?	When Accomplished/Comments
1.1.1 Revision of teacher certification standards.	Yes	Adopted July 26, 2007 - adopted by the Guam Commission for Education Certification.
1.1.2 Adoption of revised certification standards.	Yes	Adopted 2007
1.1.3 Align teacher preparation programs with standards.	Yes	August 22, 2007

Objective 2: GDOE will develop standards for review and approval of teacher preparation programs.

Activity	Accomplished?	When Accomplished/Comments
1.2.1 Examine and recommend changes to current review and approval process.	Yes	August 2007
1.2.2 Adopt and implement amendments to review and approval process.	Yes	August 2007

Goal 2 : To develop and implement high-quality alternate routes (AR) for initial certification designed for individuals that already have a degree and want to prepare to teach, thereby ensuring student achievement

Objective 1: To research alternate route program for post-graduate certification in teaching.

Activity	Accomplished?	When Accomplished/Comments
2.1.1 Research AR programs and standards.	Yes	May 2007
2.1.2 Findings/data analysis.	Yes	May 2007

Objective 2: To develop alternate route options for post-graduate certification in teaching.

Activity	Accomplished?	When Accomplished/Comments
2.2.1 Develop AR program.	Yes	May 2007
2.2.2 Pilot AR program.	Yes	October 2007
2.2.3 Evaluate AR Program.	No	

GOAL 3: To ensure continuous progress in enhancing teacher quality in the GDOE by promoting ongoing stakeholder involvement through structured opportunities for dialogue relevant to reform issues.

Objective 1: To establish a group to serve as the vehicle for obtaining feedback on Project.

Activity	Accomplished?	When Accomplished/Comments
3.1.1 Establish stakeholder group.	Yes	October 2006
3.1.2 Groups conducts meetings for updates and feedback on project.	Yes	October 2006

Objective 2: To update and disseminate information on the progress for enhancing teacher quality that results in student achievement.

Activity	Accomplished?	When Accomplished/Comments
3.2.1 Maintain progress/update.	Yes	March 2010
3.2.2 Produce annual reports and research paper.	Yes	2006-2009

FOCUS AREA 2: MENTORING AND PROFESSIONAL GROWTH

GOAL 4: To increase the likelihood of teacher retention by providing systematic mentor training and induction support from trained mentors and revision of professional requirements.

Objective 1: *To implement a mentor training program system-wide.*

Activity	Accomplished?	When Accomplished/Comments
4.1.1 Create and fill position positions to implement Mentor Training and Induction Support Program.	Yes	July 2006
4.1.2 Research best practices related to mentor training and induction support.	Yes	April 2006
4.1.3 Provide training for on-site mentor training coordinators.	Yes	2006-2008

Objective 2: *To implement mentor training and induction programs in all schools.*

Activity	Accomplished?	When Accomplished/Comments
4.2.1 Develop criteria for Mentor Training providers.	Yes	August 2006
4.2.2 Develop training modules.	Yes	August 2006
4.2.3 Identify and approve mentor training providers.	Yes	December 2006
4.2.4 Conduct training for mentor training providers.	Yes	2006-2008
4.2.5 Develop implementation plan for mentor training and induction support.	Yes	June 2006
4.2.6 Schools will certify the number of mentor teachers annually.	Yes	2006-2008
4.2.7 Provide funding and reimbursement for mentor training providers.	Yes	2006-2008

GOAL 5: To redesign professional growth (recertification/reclassification) requirements to increase retention of highly qualified teachers thereby ensuring student achievement.

Objective 1: *To review and revise professional growth requirements to ensure the provision of standards-based professional development.*

Activity	Accomplished?	When Accomplished/Comments
5.1.1 Review and revise professional growth requirements based on national standards such as INTASC.	Yes	December 2006
5.1.2 Adopt standards-based professional growth requirements.	Yes	August 2007



Administrators, counselors, and teachers from the four regions gathered on Feb. 27, 2010 for on-going professional development on Implementing Learning Communities, Comprehension for English Language Learners, Differentiated Instruction, and Formative Assessment.

FOCUS AREA 3: LEADERSHIP IN TEACHER SUPERVISION AND EVALUATION

GOAL 6: To implement a standards-based Professional Teacher Evaluation Program (PTEP)

Objective 1: To revise school administrators' certification requirements.

Activity	Accomplished?	When Accomplished/Comments
6.1.1 Adopt standards-based administrator requirements.	Yes	Adopted August 2007
6.1.2 Alignment of administrator preparation programs to adopted standards.	No	Not Completed

Objective 2: To implement a standards-based Professional Teacher Evaluation Program (PTEP) that is aligned with certification standards and includes rewards and incentives for performance.

Activity	Accomplished?	When Accomplished/Comments
6.2.1 Align PTEP to teaching standards.	Yes	December 2007
6.2.2 Incorporate pay for performance principles and increased standards in PTEP.	No	Pending outcome of PTEP revisions
6.2.3 Pilot revised PTEP.	In Progress	
6.2.4 Adopt PTEP based on Pilot results.	Pending	Awaiting status of pilot results
6.2.5 Award mini-grants aligned with standards.	Yes	2006-2010
6.2.6 Evaluation of mini-grants.	Yes	2007-2010

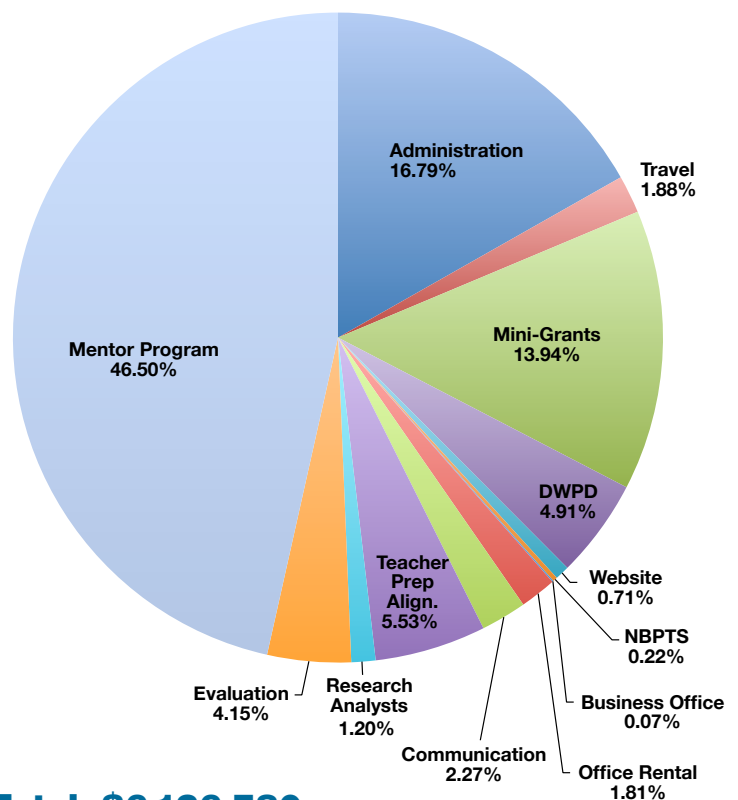
Funding Summary

Total funding for Project Håtsa was \$6,126,780.00. Expenditures were broken down into the following categories:

- Mentor program
- District-wide professional development (DWPD) activities
- Travel
- Mini-grants
- Website development
- Funding support for National Board Professional Teacher Standards (NBPTS) applications
- Business office resources
- Rental of program office space
- Communication
- Teacher preparation program alignment (to UOG)
- Research analysts
- Formative and summative evaluation
- Administration

The chart on the right provides the specific percentage breakdown.

Project Håtsa Funding by Categories FY2005-2010



Total: \$6,126,780

Project Evaluation

Evaluation of activities and processes was an integral part of the project and was threaded throughout all events that occurred at the school and district levels. Evaluation helped to ensure that all efforts were focused on utilizing the best approaches to achieve project goals and objectives and produce intended outcomes. Formative assessment indicators included items such as awareness of the project to stakeholder input mechanisms. Summative assessment indicators included the development, piloting, and adoption of certification standards, performance standards, professional growth programs, a teacher mentor program, and the usage of technology.

Evaluators included on-island professionals Ron McNinch, Vince Leon Guerrero, Doreen Crisostomo, Troy McVeigh, Mary Jane Miller, and Pat Bennett.

Off-island evaluators included Kay Fukuda and Michael Strong.



(L-R): Agueda Johnston Middle School staff met with Pat Bennett, Project Håtsa evaluator, to discuss the implementation of the PUMPS (Pirates Upgrading Math Problem-Solving Skills) Initiative, which received funding support through the Mini-Grant Program. (L-R) Laura Topasna, Arvi Bacani, Ms. Bennett, and Elsa Bautista.

Evaluation findings were incorporated in the quarterly project reports which may be found on the Project Håtsa website. www.gdoe.net/hatsa

Staff Listing

Nerissa Bretania Underwood, Ph.D.
Superintendent

Nieves Flores, Ed.D.
Project Director

John Anderson, M.Ed.
Project Håtsa Liaison

Connie Guerrero, M.Ed.
Program Coordinator, Focus Area 1

Aline Yamashita, Ph.D.
Program Coordinator, Focus Area 2

Gayle Hendricks, Ed.D.
Program Coordinator, Focus Area 3

Terrie Fejarang, M.Ed.,
Program Coordinator
Information Dissemination

Colette Beausoliel, M.S.
Research Analyst

Sandra Leon
Research Analyst

Mike Skinner, M.Ed.
District Mentor Coordinator

Shirley Avellana, M.Ed.
Mentor

Millie Bamba, M.Ed.
Mentor

Marie Barretto, M.Ed.
Program Coordinator

Lou Benavente, M.Ed.
Mentor

Dawn Blas, M.Ed.
Mentor

Kirk Drygas, M.A.
Mentor

Joseph Fernandez, B.A.
Mentor

Tiffany Fernandez, B.A.
Mentor

Emily Meno, M.A.
Mentor

Rose Rios, M.Ed.
Mentor

Linda Sablan, B.A.
Mentor

Bella Santos, M.Ed.
Mentor

Debra Santos, B.A.
Mentor

Judy Taitano, M.Ed.
Mentor

Mary Taitano, M.A.
Mentor

June Timpe
Grant Assistant

Nathan Taimanglo
Office Assistant

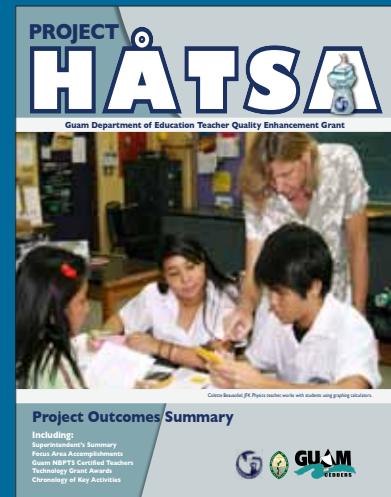
Doreen Crisostomo, MBA
Evaluator

Vince Leon Guerrero, MSW
Evaluator

Mary Jane Miller, Ph.D.
Evaluator

Troy McVeigh, MFA
Evaluator

Information Dissemination



Mentor Coordinator Mike Skinner, Mentors Tiffany Fernandez and Lou Benavente, along with Mentee Joann Meeks-Susuico spend their Saturday morning on K57 Chalk Talk sharing the latest about the Teacher Mentor Program.



Connie Guerrero and Sonya Artero update the island community about Project HATSA on KUAM News Extra.

Information dissemination to all stakeholders and the general public was a key component of the project. Activities under this area included (top row, L-R): special supplements published in the Pacific Daily News and distributed island-wide; (above, left) the “Hâtsa Highlights” that were delivered to school personnel; (above center) appearances on “Chalk Talk,” a radio program that focuses on education topics; and (above right) television interviews on “KUAM News Extra.” Other means of keeping stakeholders informed included on-site orientation sessions and a project website.

PROJECT HATSA

Outcomes Report

Guam Department of Education
Teacher Quality Enhancement Grant

