

PROJECT HATSA

Guam Department of Education Teacher Quality Enhancement Grant



Colette Beausoliel, JFK Physics teacher, works with students using graphing calculators.

Project Outcomes Summary

Including:

- Message from the Superintendent
- Message from the Project Director
- Focus Area Outcomes
- Guam NBPTS Certified Teachers
- Mini-Grant Awards
- Chronology of Key Activities





The stakeholder group provided guidance in mapping out Håtsa initiatives and activities.

Message from the Superintendent



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 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 Teacher Quality Enhancement Grant.”

Because the overall intent of the grant is to improve student educational 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 focus group, stakeholder group, orientation and training sessions at school sites.

The project collaborated with 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.

Through the support of Project Håtsa, we are very proud of two DOE teachers who have earned the great distinction of receiving national certification through the National Board for Professional Teaching Standards. Roberta Abaday, an English teacher at John F. Kennedy High School and Aileen Canos, a Science teacher at F.B. Leon Guerrero Middle School, completed the rigorous application process that included entries for a portfolio of classroom practices with reflections, videotaped lesson delivery, and a comprehensive written examination at the closest testing center located in Honolulu, Hawaii.

Much has been accomplished under Project Håtsa. In addition to the outcomes listed on the back page, there were some unintended outcomes such as a shift in beliefs regarding “professional development” and the use of data to drive professional development. Others include developing knowledge and skills in the grant-writing process as well as the use of learning communities to improve student achievement.

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.

Message from the Project Håtsa Director



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 its lifespan, the journey will continue 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 the 21st century school personnel. Throughout the lifespan of the grant, it had promoted the involvement of stakeholders in providing them an opportunity to provide feedback on the process of achieving the goals. Most of all, the grant achieved three major unintended outcomes: (1) a foundation has been laid for building the capacity of schools to provide effective, job-embedded professional development; (2) individuals were provided the opportunity to increase their knowledge and skills in grant writing; and, lastly, (3) school personnel developed their ability to use data to drive instructional decisions.

On behalf of the Project Håtsa staff, we extend our appreciation to the superintendents during the lifespan of the grant as well as the deputy superintendents, and stakeholder groups both from the school system and the community. Most especially, we thank all the school leaders, teachers, counselors, and teacher-leaders that stepped out of their “comfort zone” to make things happen for the students.



PROJECT HÅTSA

Guam Department of Education Superintendent

Principal Investigator

Nerissa Bretania Underwood, Ph.D.

Project Håtsa Director

Nieves Flores, Ed.D.

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Focus Area I Outcomes

Stakeholder Involvement: Policy & Curriculum Alignment



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

The major activities under Project Håtisa were organized within “focus areas.” Focus Area I addressed policy and curriculum alignment. Through the intense study and analysis of “what is out there,” that is, looking at other school systems within the U.S. to identify best practices, and input from a broad range of stakeholders through a series of meetings held over a period of 12 months, the goals and objectives were achieved. Major outcomes of this focus area are:

- Revision of Guam’s initial teacher certification standards.
- Review and draft standards for teacher preparation programs.
- Adoption of revised 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 included: 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 to 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 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 standard.

The development of the Guam Professional Certification is aligned to the Guam Professional Teacher Standards and supports teacher preparation 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, 1,040 teachers have been certified under the new system. Two hundred ten (210) received Initial Educator Certification, five hundred seventeen (517) received Professional Educator, and four hundred thirteen (413) received Master Educator Certification.

Alternative Route to Teacher Certification

The development and implementation of an alternative route (AR) program (coursework/curriculum) was another objective of the project. 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 three cohorts of professionals completed the alternative route program at the University of Guam. A total of 70 professionals applied, accepted and went through the AR program. Fifty-eight percent (58%) or 41 completed the program.

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

Chronology of Key Activities

2005

September

- Project Håtisa awarded \$9.3M

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 Håtisa 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 “Håtisa 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 Håtisa Website: www.gdoe.net/Håtisa

March

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

April

- Research Analyst hired
- Håtisa 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 “Håtisa 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
- District-wide professional development on “Effective Professional Development: Helping Teachers Improve Student Learning” (Dr. Patricia Roy and Dr. Parker McMullen) from the National Staff Development Council



PROJECT HÁTISA TIMELINE

Focus Area 2 Outcomes

Mentoring & Professional Development: Stepping Into the 21st Century

**To INSPIRE Teachers,
To INCLUDE, INSTILL, IMPLEMENT,
What ALL Kids Need for Our Future.**



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

A key component under Project Håtsa 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. Everyone agrees that to develop into high quality teachers, you must remain a teacher.

To address the 50% of teachers who leave in their first years of teaching, a teacher mentoring program can provide 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 Håtsa 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 and wondering. The teacher retention rate was 100% during the piloting phase.

Clearly, all teachers believe that lifelong learning is a critical guiding principle in the teacher's toolkit. As well, anyone paying attention knows that teachers nurture student development through many activities outside the classroom. Project Håtsa facilitated the development of a Professional Growth Program which allows teachers to bank their professional activities such as committee work or adviser work, for recertification credits.

A full year of teacher mentoring became a certification requirement for initial educators. In addition, the Guam Education Policy Board adopted the Professional Growth Program which allows teachers to receive credit for outcomes related to one of the Professional Teacher Performance Standards.



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



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, Mike Skinner.

2006

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
- Comprehensive two-day training by NSDC

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 I

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 I 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



PROJECT HÅTSA TIMELINE



The initial group of mentors and mentees for school year 2006-2007 gather at the Azotea in Hågatña.



(Foreground seated L-R) Maria Abid, Mentee, confers with her Mentor, Tiffany Fernandez, while Lou Benavente, another Mentor instructs the class (standing in background).

“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

2008

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

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

Focus Area 3 Outcomes

Teacher Supervision & Evaluation



Gayle Hendricks, Ed.D.
Program Coordinator

To further support the Professional Teacher Performance Standards and the Professional Growth Program was the concentration in the school leadership area. 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.

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 meetings 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 establishes the Guam Commission for Educator Certification. This outcome was due to the collaborative efforts of stakeholders such as: Guam Legislature, University of Guam, Guam Community College, and the Department of Education. The law created an independent body to issue educator certification for the Island of Guam.

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

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. In 2005, the DOE was awarded the Teacher Quality Enhancement (TQE) Grant which provided funding for teachers to apply for national certification.

Two DOE teachers chose to undergo the rigorous process to become nationally certified teachers through the National Board of Professional Teacher Standards (NBPTS). This process, which 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, was completed over a period of nine months.

Congratulations Roberta and Aileen!



The teachers who have earned the honor of being the first teachers on Guam to be nationally certified are 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.

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

November

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

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:
 - Learning Communities
 - Differentiated Instruction
 - Comprehension for English Language Learners
 - Formative Assessment

February

- 2nd follow-up sessions to the four topical areas

March

- 3rd follow-up session to the four topical areas

Project Håtsa by the Numbers

Grant award: \$6.1M

Total Mentees 2006-2010: 337

New teacher retention rate 2006-2008: 100%

Total funding of Mini-grants: \$760,240

Number of schools awarded Mini-grants: 31

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|---------------------------|--------------|---------------------|
| Project Håtsa Orientation | Sessions: 43 | Participants: 1,331 |
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| Certification & Professional Growth | Sessions: 40 | Participants: 1,373 |
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| PTEP*, Admin. Certification, Alternate Prg. | Sessions: 29 | Participants: 958 |
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| Teacher/Admin Cert., Admin. Prep. Program | Sessions: 25 | Participants: 867 |
|---|--------------|-------------------|

Number of Professional Development Activities: 119

Number of School Personnel Attending Professional Development: 4,090

Off-island Consultants: 5

(from the New Teacher Center, University of California, Santa Cruz; National Staff Development Council; Center for Teacher Quality; National Board of Professional Teacher Standards)

* Professional Teacher Evaluation Program



PROJECT HÅTSA TIMELINE

Guam Department
of Education

Mini-Grants Supported School Innovation

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 Teacher Enhancement and Technology Mini-Grant. During the FY'06 and FY'07, a total of 31 schools were awarded mini-grants. The breakdown by levels is as follows: 17 elementary, 6 middle, and 4 high schools were awarded mini-grants for FY'06 for a total of 27 schools. For FY'07, there were 16 elementary, 7 middle, and 4 high schools for a total of 27 schools. Total expenditure for these two rounds of mini-grants was \$760,240.16. The breakdown for the utilization of the funds was placed into four major categories: Technology, Professional Development, Instructional Supplies and Materials. The breakdown by category is displayed in the pie chart at right.

The professional development 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 addressed math content and math pedagogy. In addition to math content and pedagogy, middle schools' professional development activities included training in the use of handheld computers 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, reading composition, and the use of handheld computers in the classroom. The format for professional development included both face-to-face meetings and webinars.

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

“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**



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

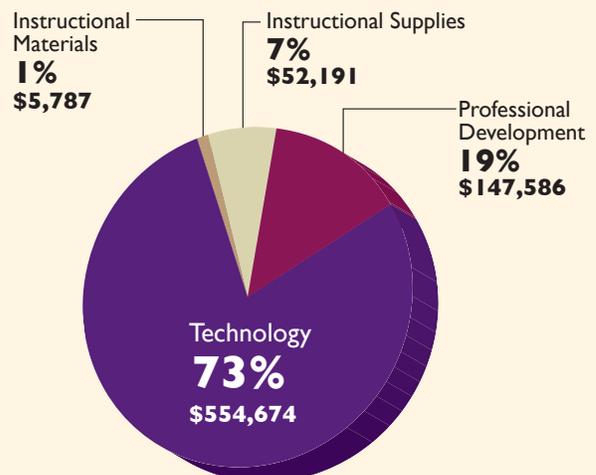


Teachers from Astumbo Elementary School recently attended a webinar on the use of NEO2 Keyboards. The school recently purchased the keyboards, using Project Håtsa mini-grant funding, to develop student skills in writing and keyboarding. Participating in the webinar were (L-R): Pamela Villanueva, Danielle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



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 Expenditure Breakdown



PROJECT HATSA YEARBOOK



Juan Flores, Superintendent of Education during the first year of the project, speaks with administrators from the Luchan region.



(Left) Dr. Nieves Flores, Project Håtsa Director, walks through the steps of "passing the baton" as Dr. Arlene Unpingco Deputy Superintendent (center) for Schools, physically hands it over to Dr. Nerissa Underwood, Superintendent (right).



Dr. Nieves Flores (back to camera) provides information to members of the 29th Legislatura Guahan.



Juvy Gao-ay Cariño, sixth grade Language Arts teacher at Untalan Middle School, assists a student in using a Palm handheld computer to complete a writing assignment.



Luis Reyes, (seated at center) Superintendent of Education during the second year of the project, meets with consultants.



Dr. Aline Yamashita, standing, meets with teachers to obtain input on the Teacher Mentor Program.



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.

Project Håtsa Outcomes

- The adoption of the "Guam Professional Teacher Standards"
- Update of Professional Certification Requirements for Teachers
- 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 teacher retention
- Alignment of the teacher preparation program at the University of Guam with the adopted teacher standards
- Establishment of the Guam Commission for Educator Certification
- Implementation of more effective approaches and strategies for professional development for school personnel
- Drafted revision to the current Professional Teacher Evaluation Program (PTEP) that is standards-based to ensure the provision of high quality support to increase student achievement
- Adoption of the administrators' standards and revised administrators' certification requirements
- Technical assistance support to the development of the administrators' evaluation system
- Funding support for schools to access the latest equipment to enhance instruction through technology

Project Håtsa will be releasing a comprehensive report on project activities and outcomes on June 30, 2010. For more information contact Dr. Nieves Flores at nieves.flores@guamcedders.org