

## Progress Report of Project Håtsa, TQE State Grant Award Number P336A050004

### I. Project Håtsa Work Plan

**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 1.1.1** Revision of teacher standards that incorporate INTASC, National Board for Professional Teaching Standards (NBPTS), and standards from specialty professional associations (SPAs).

**Benchmark:** Recommendations for revisions to current standards are submitted to Guam Education Policy Board (GEPB).

**Status:** Recommendations for revisions have been submitted to the Certification Advisory Council and the College of Professional Studies, School of Education. It has also been posted on the GPSS website and in the local newspaper. The Certification Advisory Council has forwarded the draft teacher standards to the Guam Education Policy Board.

**Activity 1.1.2** Adoption of revised certification standards.

**Benchmark:** Published on GPSS website and approved by Board to become policy.

**Status:** Recommendations for revisions have been submitted to the Certification Advisory Council and the College of Professional Studies, School of Education. The Certification Advisory Council has forwarded the draft teacher standards to the Guam Education Policy Board. It has also been posted on the GPSS website and in the local newspaper.

**Activity 1.1.3** Teacher preparation programs will align with adopted certification standards.

**Benchmark:** 100% of teacher preparation curriculum aligned with certification standards.

**Status:** Proposed revisions to the initial certification standards have been disseminated to the College of Professional Studies, School of Education.

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

**Activity 1.2.1** Examine and recommend changes to current review and approval process based on research-based practices.

**Benchmark:** Findings and reports.

**Status:** Current criteria for state-approved programs are being examined by the focus group for this goal.

**Activity 1.2.2** Adopt and implement amendments to review and approval process.

**Benchmark:** Published on DOE Website and Board Policy.

**Status:** Not achieved as scheduled pending development of criteria for state-approved teacher preparation.

## Progress Report of Project Håtsa, TQE State Grant Award Number P336A050004

**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.

**Activity 2.1.1** Research AR programs and standards.

**Benchmark:** Findings and reports.

**Status:** Scheduled timeline for completion is Year 1, Quarter 3

**Activity 2.1.2** Findings/data analysis.

**Benchmark:** Published research

**Status:** Scheduled timeline for completion is Year 1, Quarter 3

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

**Activity 2.2.1** Develop AR program (course work and practicum).

**Benchmark:** AR Program Guidelines published.

**Status:** Scheduled timeline is Year 1, Q4

**Activity 2.2.2.** Pilot AR program

**Benchmark:** Selection of candidates for AR.

**Status:** Scheduled completion date is Year 2.

**Activity 2.2.3** Evaluate pilot AR Program

**Benchmark:** Published report.

**Status:** Scheduled completion date is Year 2, Q4.

**GOAL 3:** To ensure continuous progress in enhancing teacher quality in GPSS 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 3.1.1** Establish stakeholder group.

**Benchmark:** Selection of Gov. Commission on Educational Excellence.

**Status:** The Governor's Commission on Educational Excellence was selected as the primary stakeholder group on November 2005.

**Activity 3.1.2** Group conducts meetings for updates and feedback on project.

**Benchmark:** Four meetings conducted: agendas and minutes.

**Status:** A meeting was held on January 10, 2006 at which time the Project Håtsa staff provided a progress report for the 1st quarter. This involved the period from October 1, 2005 to December 31, 2006.

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

**Activity 3.2.1** Maintain progress/update on project.

Progress as of 3/31/06

## Progress Report of Project Håtsa, TQE State Grant Award Number P336A050004

**Benchmark:** Website link available at DOE site.  
**Status:** The website link was completed in March 2006. All focus area documents were placed on the website.

**Activity 3.2.2** Produce annual reports and research paper.  
**Benchmark:** Published reports and on website.  
**Status:** Timeline for completion is September 30, 2006

---

**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.

**Activity 4.1.1** Create and fill positions to implement Mentor Training and Induction Support Program

**Benchmark:** Mentor Training Coordinator, Clerical Support Staff, and 4 District on-site coordinators hired.

**Status:** Mentor Training Coordinator (i.e. Program Coordinator for Mentor Program) was hired effective October 1, 2005. Interviews for the district mentor positions were conducted on March 22, 2006. Recommendations for hiring of two individuals were forwarded to the GPSS Personnel office. Only two district coordinators were recommended for hiring for the project by the end of this project period. The support staff for the project was hired on October 1, 2006.

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

**Activity 4.2.1** Research best practices related to mentor training and induction support.

**Benchmark:** Findings and recommendations for development of Mentor training and induction handbook.

**Status:** Draft handbook developed and currently being reviewed by focus group. To ensure validation of research of best practices, the mentor staff is scheduled to attend an Induction Institute in Aptos, California from April 23-27, 2006 sponsored by the New Teacher Center.

**Activity 4.2.2** Develop training modules.

**Benchmark:** Training modules established and made available to the public.

**Status:** Scheduled completion timeline is Y1 Q3-Q4. Issues for the training modules have been identified.

**Activity 4.2.3** Provide training for on-site mentor training coordinators

**Benchmark:** Training schedule

**Status:** Participation in an Induction Institute began the training process for the mentor coordinators. Training is tentatively scheduled to continue in July 2006 9 Y1 Q3.

**Activity 4.2.4** Conduct training for mentor training providers

**Benchmark:** Training schedule and 100% participation by all schools.

**Status:** Timeline scheduled for this activity is YR2 and YR3. Training for mentors is scheduled to begin July 2006, ahead of proposed dates.

**Activity 4.2.5** Develop implementation plan for mentor training and induction support.

## Progress Report of Project Håtsa, TQE State Grant Award Number P336A050004

- Benchmark:** Schedule of implementation for each school.  
**Status:** Timeline scheduled for this activity is YR2 and YR3. Implementation plan is developed and continues to evolve.
- Activity 4.2.6** **Schools will certify the number of mentor teachers annually.**  
**Benchmark:** 100% of the schools will report numbers.  
**Status:** Timeline scheduled for this activity is YR2 and YR3. A procedure to document mentor attendance, engagement, and performance is being developed.
- Activity 4.2.7** Provide funds and reimbursement for mentor training providers.  
**Benchmark:** Funding will be provided for a minimum of 36.  
**Status:** Timeline scheduled for this activity is YR2 and YR3.
- 

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

This goal will be addressed in Year 2. No activity scheduled for this reporting period.

**GOAL 6:** To implement a standards-based Professional Teacher Evaluation Program (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.

**Activity 6.1.1** Adopt standards-based administrator requirements.  
**Benchmark:** Published in Board Policy  
**Status:** Focus group for this objective is still designing and drafting the administrators' certification standards.

**Activity 6.1.2** Alignment of administrator preparation programs to adopted standards.  
**Benchmark:** Site visits and data reports; Board policy.  
**Status:** This activity is pending completion of activity 6.1.1.

**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 6.2.1** Align PTEP to teaching standards  
**Benchmark:** Published in Board  
**Status:** Not addressed during the 2<sup>nd</sup> quarter.

**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 6.2.1** Align PTEP to teaching standards.  
**Benchmark:** Published in Board policy.  
**Status:** Research is currently being conducted on best practices and national standards across the country.

## Progress Report of Project Håtsa, TQE State Grant Award Number P336A050004

- Activity 6.2.2** Incorporate pay for performance principles and increased standards in PTEP>  
**Benchmark:** Recommendations and reports.  
**Status:** This activity is scheduled to be addressed in Y1Q4.
- Activity 6.2.3** Pilot revised PTEP.  
**Benchmark:** Selection of at least one school from each district for pilot.  
**Status:** This activity is scheduled to be addressed in Y2, Q1-Q3
- Activity 6.2.4** Adopt PTEP based on pilot results  
**Benchmark:** Findings, recommendations.  
**Status:** This activity is scheduled to be addressed in Y2Q4.
- Activity 6.2.5** Award mini-grants that is align with standards, is data driven, and infuses technology into instruction for professional development and school improvement.  
**Benchmark:** Published list of awardees  
**Status:** The original date for submission of the mini-grants was January 31, 2006. However, the GPSS had requested that the due date be delayed until March 3, 2006. On March 3, 2006, 35 schools submitted mini-grants. Of the 35 grants submitted, 14 grants were approved to be funding by the end of this reporting period. The 21 remaining grants are pending revision of project design.
- Activity 6.2.6** Evaluation of Mini-Grants  
**Benchmark:** Published peer reviewed evaluation report and on website.  
**Status:** Due to the revised due date for the mini-grants, the actual implementation dates for the mini-grants for measuring impact of the grants on student achievement will be 2006-2007 school year.
- Activity 6.2.7** Implement effects on student achievement.  
**Benchmark:** Report of results of satisfaction surveys, application for NBPTS, and assessment of students.  
**Status:** **Application for NBPTS:**  
The application for funding was extended to June 16, 2006. There are currently a total of five (5) applications for the '06-'07 calendar year. The application process for the NBPTS runs from January to June of the following year. For the '06-'07 calendar year applicants, the earliest announcement of results will not occur until November 2007.  
**Impact of Grant on Student Achievement:**  
Due to the delay of the implementation of the mini-grants, the implementation year will be 06-07. Formative assessments will be conducted on student progress during the 06-07 school year and summative assessment conducted through the SAT 10 at the end of the 06-07 school year.  
Parent Satisfaction Surveys:  
Surveys will be conducted in Y3, Q4.

## II. OTHER PROGRESS:

- Interviews for District Mentors and Part-Time Teacher to serve as research analyst completed during this quarter (March 22, 2006).

**Progress Report of Project Håtsa, TQE State Grant Award Number P336A050004**

**III. OTHER ACTIVITIES (January 1 – March 31, 2006)**

<b>Date</b>	<b>Activity</b>	<b># of Participants</b>
January 3	Mini-Grant Work Session for School Personnel	47
5	Orientation to Project Håtsa – Tamuning Elementary	35
7	Mini-Grant Work Session for School Personnel	29
9	Focus Group 3 Meeting – Leadership in Teacher Supervision and Evaluation	10
10	Quarterly Report to Commission	~15
11	Orientation to Project Håtsa – Maria Ulloa Elementary School	45
11	Focus Group I Meeting – Policy and Curriculum Alignment	10
16	Mini-Grant Work Session for School Personnel	47
16	Focus Group 2 – Mentoring and Professional Growth	14
18	Focus Group 1 Meeting – Policy and Curriculum Alignment	4
19	Orientation to Project Håtsa – M.U. Lujan Elementary School	31
19	Focus Group 2 Meeting – Mentoring and Professional Growth	9
20	Focus Group 3 Meeting – Leadership in Teacher Supervision and Evaluation	24
25	Mini-Grant Work Session with Elementary and Secondary Principals	32
28	Project Håtsa Presentation – M.A.S.C.O.T. Conference	10
February 2	Focus 1 Meeting – Policy and Curriculum Alignment	8
3	Orientation to Project Håtsa – UOG College of Natural and Applied Sciences	25
14	Orientation to Project Håtsa – Catholic Schools’ Principals (Requested by Catholic School Superintendent)	15
18	K-57 Chalk Talk – National Board for Professional Teachers Standards (NBPTS) Trainer Presentation	NA
20/21	NBPTS Training for Mentors for NBPTS Applicants	25
21	NBPTS Orientation for GPSS School Personnel	25

**Progress Report of Project Håtsa, TQE State Grant Award Number P336A050004**

March 6	Focus Group 2 – Mentoring and Professional Growth	9
9	Focus Group I Meeting – Policy and Curriculum Development	4
10	Focus Group 3 Meeting – Leadership in Teacher Supervision and Evaluation	5
14	Project Håtsa Update – Principals’ Meeting	40
17	Focus Group 3 Meeting – Leadership in Teacher Supervision and Evaluation	6
23	Focus Group I Meeting – Policy and Curriculum Development	7