

**GUAM COMMISSION FOR EDUCATOR CERTIFICATION
GCEC**

TYPE OF CERTIFICATE	TERM (YEARS)	RENEWABILITY
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CERTIFICATES FOR TEACHERS

Temporary Educator	2	One (1) time
Initial Educator	3	NON-RENEWABLE
Professional Educator	5	Any # of times
Master Educator	10	Any # of times

CERTIFICATES FOR CHAMORRO LANGUAGE & CULTURE TEACHERS

Temporary Chamorro	2	One (1) time
Basic Chamorro	2	Any # of times
Initial Chamorro	3	NON-RENEWABLE
Professional Educator	5	Any # of times
Master Educator	10	Any # of times

CERTIFICATES FOR PRESCHOOL TEACHERS

Basic Educator Preschool	3	Any # of times
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CERTIFICATES FOR SCHOOL ADMINISTRATORS

Initial Administrator	3	NON-RENEWABLE
Professional Administrator	5	Any # of times
Master Administrator	10	Any # of times

CERTIFICATES FOR SCHOOL COUNSELORS

Temporary School Counselor	2	NON-RENEWABLE
Initial School Counselor	3	NON-RENEWABLE
Professional School Counselor	5	Any # of times
Master School Counselor	10	Any # of times

ENDORESEMENTS FOR SCHOOL LIBRARIANS

Temporary School Librarian Endorsement	2	Twice (2)
Professional School Librarian Endorsement	Same as Educator Certificate	Any # of times

CERTIFICATE FOR READING SPECIALISTS

Reading Specialists	5	Any # of times
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CERTIFICATES FOR CAREER AND TECHNICAL EDUCATION

Temporary Career & Technical Education	2	One (1) time
Basic Career & Technical Education	3	Any # of times
Professional Career & Technical Education	5	Any # of times

TO: GCEC Commissioners
FROM: Lea Santos
RE: 84th Annual NASDTEC Conference in Kansas City, MO., June 2014

TECHER PREPARATION PROGRAMS

There are about 25,000 teacher preparation programs from over 2,000 providers. 71% are traditional teacher preparation providers. Currently, there are 3 models as follows:

1. Legacy Model - Business as usual that maintains status quo
2. Hybrid Model - Combines traditional programs strengths with innovations to reach new students markets and elevate the practice to teacher preparation
3. Transformation Model - Radical change that amounts to fundamental transformation of mission, culture and teaching - learning model

46% of teachers leave the teaching profession within 5 years. Pre-service preparation and mentorship during the 1st year of teaching is imperative.

PRESIDENT OBAMA'S EDUCATION AGENDA

\$300 M in President Obama's request is to

1. Develop and integrate data systems on school finance, human resources and student achievement, and,
2. Develop, attract and retain effective teachers and leaders in high poverty schools.

TECHNOLOGY

The use of technology in schools is a double edged sword. "Technology is a tool, not the solution." Technology can make solutions more affordable, reliable, available, customizable and data-rich.

It is ideal that every school must have a technology specialist. Teachers need technology support.

Idaho has Technology as an endorsement.

To renew teaching certificates in some states, half of the credits must be in technology.

Fred Lane (author, attorney, expert witness and professional speaker on legal and cultural implication of emerging technology) spoke of the Cybertraps that exist in our schools for students, teachers and administrators. With the proliferation of all the technological devices and because students are more adept at using the devices when compared to adults, "Technology outpaces law" and "Technology overwhelms morality". Cases presented involves the inappropriateness of a teacher responding to a text message from a student at 10 pm, the consequence of a teacher's Facebook comment on a student and on the boundaries school administrators must maintain when conducting an investigation relating to sexting.

Evolution of technology: 2400 BCE – Invention of Abacus (Babylonia); 1977 – Apple II; 1981- IBM PC; 1993 – Netscape; 1998 – Google; 2004 – Facebook / Razr / Sexting; 2005 – YouTube; 2007 – iPhone; 2008 – iTunes App Store; 2011 – Snapchat

TRENDS

John Morrow, Pres. Learning Matters & PBS News Hour Commentator spoke about the need to strengthen the teaching profession and test based accountability. The 7 Truths on education are:

1. It takes a village to teach a child.
2. We test too much – US kids are the most tested in the world
3. Trust but verify; Develop trust and faith on the teachers; Work with teachers
4. Ask: How are you intelligent?
5. Follow the money – Ask who benefits ...
 - a. From the high turnover?
 - b. School boards because young teachers cost less, no pressure on the pension fund
 - c. School of Educations – need to raise the standards to make it more difficult
 - d. Teacher need to get better salaries
6. Measure what we value – The job of school is to HELP GROW ADULTS.
7. We are what we repeatedly do ... (Aristotle)
 - a. Need schools that encourage kids to ask questions
 - b. Socialization through technology; harness technology for learning and to create knowledge
 - c. Schools are regurgitating information
 - d. Make kids into citizens

Good trends:

1. Emphasis on Pre-school is a good sign
2. High schools are giving college courses – 40% of the high school graduates in a Texas Mexican border school also earned a 2 year college degree thereby reducing the cost of a college education
3. Charter schools

EVOLUTION OF THE PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS (PPTA)

Seth Weiner and **Cathy Owens-Oliver** discussed the PPTA and how it will replace the PLT. Their presentation was on the enrichment of rubrics, double scoring of all tasks, content specific scoring, research basis for overall architecture, thoughts on the use for alternative certification, value of additional pilots and the timeline for adoption for launch. Alternative certification routes prepare over 30% of US teachers. The weakness is that it does not include performance assessments.

Cost: PPTA is \$275 for student teachers vs. \$139 for PLT

NASDTEC

The organization is developing a national data-base for all educators. Info will be based on Name, Date of Birth and Social Security #'s. It will include data on the educational background of educators.

NASDTEC 86th Annual Conference
June 8 -10, 2014
Kansas City, Missouri
Report submitted by: Fran-Nicole Camacho

Aspire Teacher Residency: Preparing Highly-Effective Teachers by Pairing Theory & Practice - Presented by Jamie Olney and Amanda Brown: The highlight of this presentation was the intense teacher preparation program offered by Aspire Public Schools. Aspire is one of the nation's top-performing urban school systems. They focus on preparing all individuals from all backgrounds to become highly-effective teachers. The program offers a year-long apprenticeship that provides practical learning, hands-on experience and a support network that new educators need to be effective.

California's Transition to Teaching Online - Presented by Kamal Hamdan from California State University/Dominguez Hills: This presentation highlighted the cutting-edge technology and ways to enhance online learning for transition to teaching.

Technology and the Flipped School Model of Instruction - Presented by Greg Green, Principal, Clintondale HS, Clinton Township, MI: The highlight of this presentation was how the Flipped School Model has worked in Michigan schools. The flipped classroom and the entire flipped school approach allows teachers and schools to take advantage of their existing resources, create supportive instructional routines, adopt sensible technologies and also create a sustainable change model. The reshuffling and reverse work routines created equality in the schools and reduced frustration and pressure that many educators experience.

Michigan's Reciprocity Categories - Presented by Krista Reid and Phil Chase, Michigan Department of Education: The highlight of this presentation is Michigan's development of a taxonomy of reciprocity categories which standardize requirements for out-of-state educators seeking Michigan certification. The taxonomy of four categories are equivalent, parallel concordant, and similar. These levels act as date-gathering categories they use for the evaluating process. The system offers opportunities to store data on teacher reciprocity categories which can intersect with expected teacher effectiveness date, leading to data-driven decisions that impact policy and efficiency. This may be the innovation that leads to the standardization of reciprocity across multiple states/districts. Michigan has a surplus of teachers, but other educators are still going there to become certified.

The Policy Ecology of Clinical Educator Preparation - Presented by Mark LaCelle-Peterson, Ed.D. Senior Vice President Council for the Accreditation of Educator Preparation (CAEP): The highlight of this presentation was raising the bar on teacher preparation towards policy ecology of clinical educator preparation. In August 2013, they adopted new CAEP standards. It's a data sharing partnership for a data sharing information system that will allow CAEP to develop a state data system, have participating partners, have a data task force to enforce policies, building and testing of new evidence and sources to create a clinical alliance. Thirteen states have a partnership with CAEP: Alabama, California, Colorado,

Kansas, Kentucky, Louisiana, Maryland, Missouri, New York, Ohio, Oklahoma, Oregon and Tennessee. CAEP ensures that effective partnerships and high-quality clinical practice to prepare candidates to develop knowledge, skills, and professional dispositions necessary to demonstrate a positive impact on all students' learning and development.

How to use the NASDTEC Online Community – Phillip Rogers, Executive Director,

NASDTEC: The highlight of this presentation was to provide members with a live exploration of the Online Community that all members have access to. The demonstration allowed us to navigate the new Knowledge Base portal, the Clearinghouse portal, results of surveys, the Encore Series, member search, communication functions and conference registrations. This session also provided guidance on how to request surveys of other jurisdictions and how to update a member's profile and preferences. The development and expansion of a more advanced search option provided for all members to search for an educator to see if there are any discrepancies, revocations, suspensions, etc. is something they are currently working on.

Educator Ethics: Walking the Straight and Narrow in a Broadband World – Frederick

Lane: The highlight of the presentation is how powerful mobile devices and social networks have changed the teaching profession profoundly. The importance of ethic codes, rules, and training were expressed during this session. The social obligation of an educator to be an instructor, mentor, and role model has not changed. What has changed is how easily and how quickly educators fall from their perch. A more comprehensive and ongoing program of ethical instruction and training is a necessary component of teacher education and professional development.

Performance Effectiveness Measure in the Retention of Non-traditional Teacher

Candidates and Teachers: Impact on Preparation and Certification Programs, School Staffing and Improvement, and Student Achievement – Cyndy Stephens, Georgia

Professional Standards Commission, Michelle Haj-Broussard, McNeese State University,

Sheila Allen, National Association for Alternative Certification, Vickie Person, Governors

State University, Tom Hall, Georgia Professional Standards Commission: The highlight of this presentation is the retention rate of non-traditional teachers. Discussions were on the preliminary findings of the Non-traditional candidate types that stay or leave the non-traditional preparation programs; average percentage of and length of time preparation candidates stay in or leave programs; reasons candidates leave programs before completion; retention rates of non-traditional teachers that stay in and complete a preparation program; percentage of candidates that become fully certified to teach; percentage of candidates that become fully certified and are hired into teaching positions beyond the induction period; and retention rates of non-traditional teachers once fully certified and hired into school systems.