

GUAM COMMISSION FOR EDUCATOR CERTIFICATION

11/13/2015

Serial No.	Type	Subject/Field	Issued	Expiry
8092	Initial	Basic Educator: Chamorro Language & Culture K-12	10/6/2015	10/5/2017
8085	Renewal	Basic Educator: Chamorro Language & Culture K-12	9/25/2015	9/24/2017
8081	Initial	Basic Educator: Chamorro Language & Culture K-12	9/24/2015	9/23/2017
8078	Initial	Basic Educator: Preschool	9/15/2015	9/14/2018
8103	Replacement	Initial Educator: ESL K-12	7/24/2014	7/23/2017
8082	Non-Renewable	Initial Educator: Secondary Math and Science 6-12	9/28/2015	9/27/2018
8105	Extension	Initial School Administrator K-12	11/9/2015	11/8/2016
8104	Initial	Master Educator: Early Childhood Pre K-2 and Elementary K-5	1/16/2016	1/15/2026
8101	Initial	Master Educator: Elementary K-5 w/Professional Endorsement: School Librarian	12/23/2015	12/22/2025
8089	Initial	Master Educator: Elementary K-6 and Health Education K-12	11/7/2015	11/6/2025
8099	Initial	Master School Counselor: K-12	1/16/2016	1/15/2026
8093	Renewal	Professional Educator: Early Childhood Pre K-2 and Elementary K-5	10/20/2015	10/19/2020
8110	Initial	Professional Educator: Elementary K-5	12/18/2015	12/17/2020
8095	Initial	Professional Educator: Elementary K-5	11/14/2015	11/13/2020
8108	Renewal	Professional Educator: Elementary K-5 and Chamorro Language & Culture K-12	12/29/2015	12/28/2020
8075	Replacement	Professional Educator: Elementary K-5, Math and Social Studies 6-12	3/23/2015	3/22/2020
8102	Replacement	Professional Educator: ESL K-12	7/19/2014	7/18/2019
8100	Initial	Professional Educator: ESL K-12	10/29/2015	10/28/2020
8087	Renewal	Professional Educator: Health and Physical Education K-12	10/8/2015	10/7/2020
8094	Renewal	Professional Educator: Science 6-12	12/20/2015	12/19/2020
8107	Renewal	Professional Educator: Secondary Career Education and Math 6-12	11/29/2015	11/28/2020
8106	Renewal	Professional Educator: Secondary Language Arts 6-12	12/17/2015	12/16/2020
8076	Initial	Professional Educator: Secondary Language Arts 6-12	9/14/2015	9/13/2020
8086	Renewal	Professional Educator: Secondary Math 6-12	9/29/2015	9/28/2020
8083	Renewal	Professional Educator: Secondary Social Studies 6-12	1/16/2016	1/15/2021
8109	Initial	Professional Educator: Special Education Pre K-12	12/17/2015	12/16/2020
8091	Initial	Professional School Administrator K-12	10/6/2015	10/5/2020
8079	Renewal	Professional School Counselor K-12	1/16/2016	1/15/2021
8077	Renewal	Professional School Counselor K-12	9/14/2015	9/13/2020
8096	Initial	Temporary Educator: Chamorro Language & Culture K-12	10/20/2015	10/19/2017
8098	Initial	Temporary Educator: K-12	10/28/2015	10/27/2017
8097	Initial	Temporary Educator: K-12	10/20/2015	10/19/2017
8090	Initial	Temporary Educator: K-12	10/9/2015	10/8/2017
8088	Initial	Temporary Educator: K-12	10/6/2015	10/5/2017
8084	Initial	Temporary Educator: K-12	9/28/2015	9/27/2017
8080	Initial	Temporary Educator: K-12	9/24/2015	9/23/2017



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Multistate Standard-Setting Technical Report

**PRAXIS™ EARLY CHILDHOOD EDUCATION (5025)**

Licensure and Credentialing Research

ETS

Princeton, New Jersey

February 2015

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## EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Early Childhood Education (5025) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

### PARTICIPATING STATES

Panelists from 16 states and Washington, D.C. were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either early childhood teachers or college faculty who prepare early childhood teachers and (b) familiarity with the knowledge and skills required of beginning early childhood teachers.

### RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Early Childhood Education test, the recommended passing score<sup>1</sup> is 64 out of a possible 100 raw-score points. The scaled score associated with a raw score of 64 is 156 on a 100–200 scale.

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<sup>1</sup> Results from the two panels participating in the study were averaged to produce the recommended passing score.



Lea Santos <lea.santos@gcec.guam.gov>

## PRAXIS II Content tests

McKinley, Malik K <mmckinley@ets.org>  
To: Lea Santos <lea.santos@gcec.guam.gov>

Fri, Oct 23, 2015 at 4:25 AM

Hi Lea:

My colleague from Praxis just reached back out to me regarding any older studies on 5022 that could be found. She was able to find two studies that are individual state studies: Utah in March 2010 and AL in May 2012. Those are the most recent. In order to gain access to those files, Guam would have to request that the Praxis Program reach out to the individual state to gain permission to forward that study to your commission. If you would like to pursue that option, please let me know (but not, that may take some time).

In the meantime, you can also review the additional two early educators tests and studies that the Praxis Program offers. Please see attached and below.

5024

<http://www.ets.org/s/praxis/pdf/5024.pdf>

5025

<http://www.ets.org/s/praxis/pdf/5025.pdf>

Please note, test #5025 is the most up to date test that's focused on the same core areas as 5022. Test 5025 was refreshed and regenerated from its older version, so this is probably the test you are seeking at this time. Lastly, most states have moved from 5022 to test 5025. See below in the comparison chart.

EARLY CHILDHOOD EDUCATION (5025)				
AL -150	DC -156	IA -156	ID -156	KY -156
NC -156	ND -156	NJ -156	NV -156	RI -156
UT -156	AS -156			
EARLY CHILDHOOD CONTENT KNOWLEDGE (0023/5022)				
AR -157	DC -165	MD -160		

If you have any questions, please let me know.

Best,

Malik

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**From:** McKinley, Malik K  
**Sent:** Thursday, October 22, 2015 1:39 PM  
**To:** 'Lea Santos'  
**Subject:** PRAXIS II Content tests

[Quoted text hidden]

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**2 attachments**

 **Technical Report\_Praxis Early Childhood Ed (5025)\_January 2015.pdf**  
791K

 **Technical Report\_Praxis EYC (5024)\_February 2014.pdf**  
755K



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## Multi-State Standard Setting Report

Praxis Special Education: Core Knowledge and Applications (0354)

February 2010

Conducted by  
Educational Testing Service  
Princeton, New Jersey

## ***Executive Summary***

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis Special Education: Core Knowledge and Applications assessment, research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Special Education teachers.

## **Recommended Cut Scores**

The standard setting studies involved two expert panels, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis Special Education: Core Knowledge and Applications assessment, the average recommended cut score is **67** (on the raw score metric), which represents 61% of total available 110 raw score points (the recommended cut scores for Panels 1 and 2 are 68 and 66, respectively). The scaled score associated with a raw score of 67 on the Praxis Special Education: Core Knowledge and Applications assessment is 151.

## **Summary of Content Specification Judgments**

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis Special Education: Core Knowledge and Applications assessment content specifications were important for entry-level Special Education teachers. All the knowledge/skills statements comprising the content specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing evidence that the content of the Praxis Special Education: Core Knowledge and Applications assessment is important for beginning practice.



**Multi-State Standard Setting Report**

**Praxis World Languages: German (0183)**

**Praxis World Languages: French (0174)**

**Praxis World Languages: Spanish (0195)**

**October 2009**

**Conducted by  
Educational Testing Service  
Princeton, New Jersey**

## **Executive Summary**

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages: German, French and Spanish assessments, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French and Spanish teachers.

## **Recommended Cut Scores**

The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

## **Summary of Specification Judgments**

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level World Language teachers. For each assessment, all the knowledge/skills statements comprising the test specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis World Languages assessments is important for beginning practice.



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Multi-State Standard Setting Technical Report

**PRAXIS PRINCIPLES OF LEARNING AND TEACHING:  
EARLY CHILDHOOD (0621)**

Educational and Credentialing Research

Educational Testing Service

Princeton, New Jersey

March 2011

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## **Executive Summary**

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for a revised assessment in the Praxis Series™ — Principles of Learning and Teaching (PLT): Early Childhood (0621) — research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard-setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level early childhood teachers.

### **Participating States**

Panelists from 12 states (including Washington, D.C.) were recommended by state departments of education to participate on expert panels. The state departments of education recommended panelists with (a) education experience, either as early childhood teachers or college faculty who prepare early childhood teachers and (b) familiarity with the knowledge and skills required of beginning early childhood teachers.

### **Recommended Cut Scores**

The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score. For the Praxis Principles of Learning and Teaching: Early Childhood (0621) assessment, the average recommended cut score (rounded up) is 58 (on the raw score metric), which represents 62% of total available 93 raw score points (the recommended cut scores for Panels 1 and 2 are 59 and 58, respectively). The scaled score associated with a raw score of 58 is 157.

### **Summary of Content Specification Judgments**

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications were important for entry-level early childhood teachers. The favorable judgments of the panelists provided evidence that the content of the assessment is important for beginning practice.

*I MINA'TRENTAI TRES NA LIHESLATURAN GUAHAN*  
**2015 (FIRST) Regular Session**

**Bill No.** \_\_\_\_\_

**Introduced By:**

**AN ACT TO AMEND EXHIBIT 1 OF PUBLIC LAW 32-236;  
RELATIVE TO THE RULES AND REGULATIONS  
GOVERNING THE STANDARDS OF PROFESSIONAL  
CONDUCT FOR GUAM EDUCATORS.**

**BE IT ENACTED BY THE PEOPLE OF GUAM:**

**Section 1.** §27008.1 of Chapter 27, Division 3 of Title 17 Guam Code Annotated is hereby amended to read as follows:

“The Chairperson of the Guam Commission For Educator Certification, upon his / her own initiative, upon the request of any member of the Commission, or upon the request of any party before the Commission, and with the approval of the Commission, may summon in writing any person before a meeting of the Commission as a witness and in a proper case, to bring with him / her any book, record, or paper which may be deemed material as evidence in the case. The fees for such attendance shall be the same as the fees of witnesses before the Superior Court, except that if the witness is a government employee no witness fees shall be given. The subpoena shall issue in the name of the Guam Commission For Educator Certification, and shall be directed to the person and shall be served in the same manner as subpoenas and testify before the court. If any person or persons summoned to testify shall refuse or neglect to obey said subpoena, upon

1 petition, the court may compel the attendance of such persons or persons before the  
2 Commission, or punish said person or persons for contempt in the same manner  
3 provided by law for securing the attendance of witnesses of their punishment for  
4 neglect or refusal to attend in the Superior Court.”

5 **Section 2.** 3.02 of Exhibit 1 of Public Law 32-236 is amended to read as  
6 follows:

7 “3.02 Complaint may be filed with the Guam Commission For Educator  
8 Certification (GCEC) by any interested party within one year from the date when  
9 the complainant knew or should have known of the alleged misconduct. If the  
10 alleged misconduct is of a continuing nature then the complaint must be filed  
11 within one year from the last date on which the conduct occurred. Complaints  
12 involving sexual abuse or exploitation of a child or student may be filed up until  
13 three years after the student reaches 18 years of age.

14 Complaints filed with the Guam Commission For Educator Certification must be in  
15 writing with the name, address, a statement of the complaint with the facts  
16 supporting the allegation, and must be signed by the complainant (parent, educator,  
17 superintendent, principal, interested party) and notarized. Filing a false complaint  
18 is punishable under § 52.20, Chapter 9 of Title 9 Guam Code Annotated.”

19 **Section 3.** 3.09 of Exhibit 1 of Public Law 32-236 is hereby repealed and  
20 reenacted to read as follows:

21 ~~3.09 Immoral conduct is conduct or behavior which is contrary to~~  
22 ~~commonly accepted moral or ethical standards and endangers the health, welfare,~~  
23 ~~safety or education of any student.~~

24 3.09. Immoral conduct is conduct or behavior includes, but is not limited to:

25 3.09.1. Sexual conduct, as defined in 9 G.C.A. § 25.10, involving a  
26 minor or a person he or she knows, reasonably should know, or should have known

1 is a student at a public elementary or secondary school or private elementary or  
2 secondary school;

3 3.09.2. Conduct, resulting in the filing of indictment by a grand jury  
4 under any of the following statutes:

5 3.09.2.1. 9 GCA §25.15. First Degree Criminal Sexual Conduct;

6 3.09.2.2. 9 GCA §25.20. Second Degree Criminal Sexual Conduct;

7 3.09.2.3. 9 GCA §25.25. Third Degree Criminal Sexual Conduct;

8 3.09.2.4. 9 GCA §25.30. Fourth Degree Criminal Sexual Conduct;

9 3.09.2.5. 9 GCA §25.35. Assault with Intent to Commit Criminal  
10 Sexual Conduct;

11 3.09.2.6. 9 GCA § 25.01.10. Indecent Electronic Display to a  
12 Child.

13 3.09.2.7. 9 G.C.A. § 25.01.20. Electronic Enticement of a Child as  
14 a Third Degree Felony;

15 3.09.2.8. 9 § 25.01.30. Electronic Enticement of a Child as a  
16 Second Degree Felony;

17 3.09.2.9. 9 G.C.A. §25.01.40. Electronic Enticement of a Child as  
18 a First Degree Felony;

19 3.09.2.10. 9 G.C.A. § 25.01.60 Possession of Child Pornography;

20 3.09.2.11. 9 G.C.A. § 25.01.70. Dissemination of Child  
21 Pornography;

22 3.09.2.12. 9 G.C.A. § 28.52. Use of One's Child in Obscene Acts;

23 3.09.2.13. 9 GCA § 28.65. Indecent exposure;

24 3.09.2.14. 9 G.C.A. § 28.80. Photography of Minors' Sexual Acts;

1 3.09.2.15. 9 G.C.A. § 28.90. Obscene, Anonymous, Harassing and  
2 Threatening Communications by Computer;

3 3.09.2.16. 9 G.C.A. § 28.100. Illegal Use of a Computer or  
4 Telecommunications Device to Disseminate Prohibited Materials Involving a  
5 Minor-Sexting;

6 3.09.2.17. 9 G.C.A. § 28.101. Illegal Use of a Computer or  
7 Telecommunications Device to Disseminate Prohibited Materials Involving a  
8 Minor-Sexting;

9 3.09.2.18. 9 GCA §31.15. Incest;

10 3.09.2.19. 9 G.C.A. § 31.30. Child Abuse;

11 3.09.2.20. 9 G.C.A. § 22.40. Child Stealing;

12 3.09.2.21. 9 G.C.A. § 22.50. Custodial Interference;

13 3.09.2.21. 9 G.C.A. § 70.40.1. Obscene Telephone Service  
14 Prohibited; Penalty.

15 3.09.2.22. 9 G.C.A. § 70.40.2. Certain Obscene Telephone  
16 Communications Prohibited

17 3.09.2.23. 16 G.C.A. § 321. Obscene Markings.

18 3.09.2.24. 9 G.C.A. § 61.20. Harassment

19 3.09.2.25. 5 G.C.A. § 73101 § 73101. Imports Prohibited.

20 3.09.2.26. 9 G.C.A. § 67.401.1. Possession, Etc. for Illegal  
21 Delivery, Dispensing or Manufacturing; Defined; Punishments Classified  
22 According to Drug Class Involved.

23 3.09.2.27. 9 G.C.A. § 67.401.2. Illegal Possession

24 3.09.2.28. 9 G.C.A. § 67.402. Prohibited Acts B;

1           3.09.2.29. 9 G.C.A. § 67.403. Prohibited Acts C;  
2           3.09.2.30. 9 G.C.A. § 67.404. Counterfeit Substance Prohibited;  
3           3.09.2.31. 9 G.C.A. § 67.405. Imitation Controlled Substances  
4 Prohibited; 3.09.2.32. 9 G.C.A. § 67.406. Conspiracy; Solicitation; Attempt;  
5           3.09.2.33. 9 G.C.A. § 67.407. Distribution to Persons Under Age  
6 Eighteen (18), to Persons Suffering from a Mental Illness, Disease or Defect, or to  
7 Pregnant Persons; Distribution Near Schools or Drug Free School Zones;  
8           3.09.2.34. 9 G.C.A. § 67.408. Employment or Use of Individual  
9 Under 18 Years of Age in Drug Operations;  
10           3.09.2.35. 9 G.C.A. § 67.409. Continuing Criminal Enterprise;  
11           3.09.2.36. 9 G.C.A. § 67.410. Money Laundering and Illegal  
12 Investment;  
13           3.09.2.37. 9 G.C.A. § 67.411. Second or Subsequent Offenses;  
14           3.09.2.38. 9 G.C.A. § 19.70. Stalking;  
15           3.09.2.39. 9 G.C.A. § 71.30. Person Not Allowed to Possess  
16 Firearms.  
17           3.09.2.40. 9 G.C.A. § 71.40. Prohibition on Discharge of Firearm;  
18           3.09.2.41. 9 G.C.A. § 71.50. Firearms Prohibited on University or  
19 College Property;  
20           3.09.3. Using threat to coerce gang membership;  
21           3.09.4. Supplying firearms to criminal street gang;  
22           3.09.5. Repeated convictions for violations of any one or more of the  
23 criminal laws, which violations are not otherwise grounds for suspension or  
24 revocation, if the repeated convictions, taken together, demonstrate that the  
25 educator is unwilling to conform their conduct to the requirements of law;

1           3.09.6. Submitting false credentials, omitting relevant  
2 information, or making any statement of material fact an educators knows to be  
3 false to apply for an educator certificate. False credentials include:

4           3.09.6.1. College degrees or credit from non-accredited or non-  
5 approved colleges or universities;

6           3.09.6.2. False professional development;

7           3.09.6.3. False academic awards; or

8           3.09.6.4. Inaccurate employment history;

9           3.09.7. Intentionally falsifying or deliberately misrepresenting  
10 information regarding standardized assessment of students, including but not  
11 limited to providing or changing test answers or using inappropriate testing  
12 accommodations or modifications.

13           **Section 4.** 3.10 of Exhibit 1 of Public Law 32-236 is hereby repealed:

14           ~~“3.10 Incompetency is a documented pattern of inadequate~~  
15 ~~performance of duties or the lack of ability, legal qualifications or fitness to~~  
16 ~~discharge required duties, and which endangers the health, welfare, safety or~~  
17 ~~education of any student.”~~

18           **Section 5.** 3.20 of Exhibit 1 of Public Law 32-236 is hereby amended to read  
19 as follows:

20           “3.20 School-sponsored activity is any event or activity sponsored by  
21 the school or school system which includes but is not limited to athletic events,  
22 booster clubs, parent-teacher organizations, or any activity designed to enhance the  
23 school curriculum, whether on school-campus or not or on off-island trips.

24 Activities not intended for student participation, such as school-related fundraisers  
25 and holiday parties, are excluded.”

1       **Section 6.** A new 3.26 of Exhibit 1 of Public Law 32-236 is hereby added to  
2 read as follows:

3       “3.26 Educator misconduct shall mean any act that violates the “Standards  
4 of Professional Conduct” (As defined in 4.0) that occurs in various forms and  
5 ranges in severity from allegations of direct harm to students to an act detrimental  
6 to the education profession.”

7       **Section 7.** 4.02.7 of Exhibit 1 of Public Law 32-236 is hereby amended to read  
8 as follows:

9       “4.02.7 Failing to ~~prevent~~ report the use of alcohol or illegal or  
10 unauthorized drugs by students who are under the educator’s supervision,  
11 including school grounds, school functions and the educator’s residence or any  
12 other setting.”

13       **Section 8.** 4.03.1 of Exhibit 1 of Public Law 32-236 is hereby amended to read  
14 as follows:

15       4.03.1 Being on school premises or at a school-related activity as cited in  
16 3.20 while under the influence of, possessing, using, or consuming illegal or  
17 unauthorized drugs (As defined in Title 9 Guam Code Annotated); and

18       **Section 9.** 4.03.2 of Exhibit 1 of Public Law 32-236 is hereby amended to read  
19 as follows:

20       “4.03.2 Being on school premises or at a school-related activity ~~involving~~  
21 with students present while under the influence of, possessing, or consuming  
22 alcohol. ~~A school-related activity includes, but is not limited to, any activity~~  
23 ~~sponsored by the school or school system (booster clubs, parent teacher~~  
24 ~~organizations, or any activity designed to enhance the school curriculum, off-island~~  
25 ~~trips).~~“

26       **Section 10.** 4.08 of Exhibit 1 of Public Law 32-236 is amended to read as

1 follows:

2 “4.08 Standard 8: Required Reports - An educator shall file reports of a  
3 breach of one or more of the Standards of Professional Conduct for Educators, or  
4 child abuse ~~or any other required report~~. Unethical conduct includes:”

5 **Section 11.** 4.08.1 of Exhibit 1 of Public Law 32-236 is amended to read as  
6 follows:

7 “4.08.1 Failure to report all requested information on documents required  
8 by the Commission when applying for or renewing any certificate with the  
9 Commission; and”

10 **Section 12.** 4.08.2 of Exhibit 1 of Public Law 32-236 is repealed:

11 ~~“4.08.2 Failure to make a required report of a violation of one or more  
12 Standards of Professional Conduct for educators of which they have personal  
13 knowledge as soon as possible but no later than ninety (90) days from the date the  
14 educator became aware of an alleged breach unless the law or local procedures  
15 require reporting sooner; and”~~

16 **Section 13.** 4.08.3 of Exhibit 1 of Public Law 32-236 is amended to read as  
17 follows:

18 “4.08.3 Failure to make a required report within 90 days from the date an  
19 educator became aware of a any violation of Guam or federal law involving as  
20 soon as possible but no later than ninety (90) days from the date the educator  
21 became aware of an alleged breach unless the law or local procedures require  
22 reporting sooner. These reports include but are not limited to: murder; voluntary  
23 manslaughter; aggravated assault; aggravated battery; kidnapping; any sexual  
24 offense; any sexual exploitation of a minor; any offense involving a controlled  
25 substance, illegal, or unauthorized drugs; and any abuse of a student if an educator  
26 has reasonable cause to believe that a student has been abused has occurred.”

1       **Section 14.** 4.09 of Exhibit 1 of Public Law 32-236 is amended to read as  
2 follows:

3           “4.09 Standard 9: Professional Conduct - An educator shall demonstrate  
4 conduct that follows generally recognized professional standards and preserves the  
5 dignity and integrity of the teaching profession (As defined in 5A GAR Education  
6 Chapter 8 §8116). Unethical conduct includes:”

7       **Section 15.** 6.01.2 of Exhibit 1 of Public Law 32-236 is amended to read as  
8 follows:

9           “6.01.2 Knowingly failed to report actual or suspected child abuse, assault  
10 or battery or report alleged misconduct by instructional personnel or school  
11 administrators which affects the health, safety, or welfare of a student.”

12       **Section 16.** 6.01.4 of Exhibit 1 of Public Law 32-236 is amended to read as  
13 follows:

14           “6.01.4 Has been guilty of immoral conduct as defined in 3.09. ~~gross~~  
15 ~~immorality or an act involving moral turpitude.~~ “

16       **Section 17.** 6.02.2 of Exhibit 1 of Public Law 32-236 is amended to read as  
17 follows:

18           “6.02.2 Knowingly failed to report actual or suspected child abuse, assault  
19 or battery or report alleged misconduct by instructional personnel or school  
20 administrators which affects the health, safety, or welfare of a student.

21       **Section 18.** 6.02.4 of Exhibit 1 of Public Law 32-236 is amended to read as  
22 follows:

23           “6.02.4 Has been guilty of ~~gross immorality or an act involving moral~~  
24 ~~turpitude~~ immoral conduct as defined in 3.09.”

25       **Section 19.** 6.04 of Exhibit 1 of Public Law 32-236 is hereby repealed:

26           “~~6.04 An individual whose license has been revoked or suspended shall not~~

1 ~~serve as a volunteer, a coach, or be employed as an educator, paraprofessional,~~  
2 ~~aide, substitute teacher, or in any other position directly related to student~~  
3 ~~supervision, during the period of his or her revocation or suspension.”~~

4 **Section 20.** 6.06.3 of Exhibit 1 of Public Law 32-236 is amended to read as  
5 follows:

6 “6.06.3 Who has been dismissed or severed from employment because of  
7 ~~conduct involving any immoral, unnatural, or lascivious act~~ conduct as defined in  
8 3.09.”

9 **Section 21.** 1 c. of Appendix A, of Exhibit 1 of Public Law 32-236 is hereby  
10 amended to read as follows:

11 “c. When appropriate, GCEC will provide a copy of the complaint against  
12 the school Superintendent where the educator is employed.”

13 **Section 22.** 1 e. of Appendix A, of Exhibit 1 of Public Law 32-236 is hereby  
14 amended to read as follows

15 “e. A letter may be sent to the appropriate school administrator  
16 Superintendent (at the discretion of the Executive Director), if necessary, about  
17 disposition of complaint via (1) certified mail, return receipt requested, (2) E-Mail  
18 (PDF of written letter) from the Executive Director or his/her designee with a  
19 return e-mail acknowledging receipt, (3) personal delivery by the Executive  
20 Director or his/her designee or (4) personal delivery by a licensed process server.”

21 **Section 23.** 4 l. of Appendix A, Exhibit 1 of Public Law 32-236 is hereby  
22 amended to read as follows:

23 1. The educator shall have ~~fifteen~~ thirty (~~15~~ 30) ~~calendar~~ days from the receipt  
24 of the decision and recommendation to appeal the Ethics Review Sub-committee’s  
25 decision to the GCEC chair. Should the educator not file an appeal within the  
26 previously-referenced time period, the decision of the Ethics Review Sub-  
27 committee shall become non-appealable at the commission level.

1       **Section 24.** 2 b. of Appendix A, Exhibit 1 of Public Law 32-236 is amended  
2 to read as follows:

3       “~~b. An investigation will be conducted by the Ethics Officer of the Ethics~~  
4 ~~Review Sub-Committee’s determination to proceed.~~ Investigatory jurisdiction will  
5 be assumed by an external entity following appropriate procedures, including  
6 subpoenas as required by law.”

7       **Section 25.** 4 1. of Appendix A, Exhibit 1 of Public Law 32-236 is amended to  
8 read as follows:

9       “1. The educator shall have fifteen (15) calendar days from the receipt of the  
10 decision and recommendation to appeal the Ethics Review Sub-committee’s  
11 decision to the GCEC chair. Should the educator not file an appeal within the  
12 previously-referenced time period, the decision of the Ethics Review Sub-  
13 committee shall become non-appealable. The determination by the Ethics Review  
14 Sub- committee or GCEC Chair under this Section shall be final but subject to  
15 judicial review. The party who appeals to the court is responsible for providing  
16 certified transcripts of hearings and shall bear associated costs.”

National Association of State Directors of Teacher Education and Certification

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## 2016 Ted Andrews Winter Symposium



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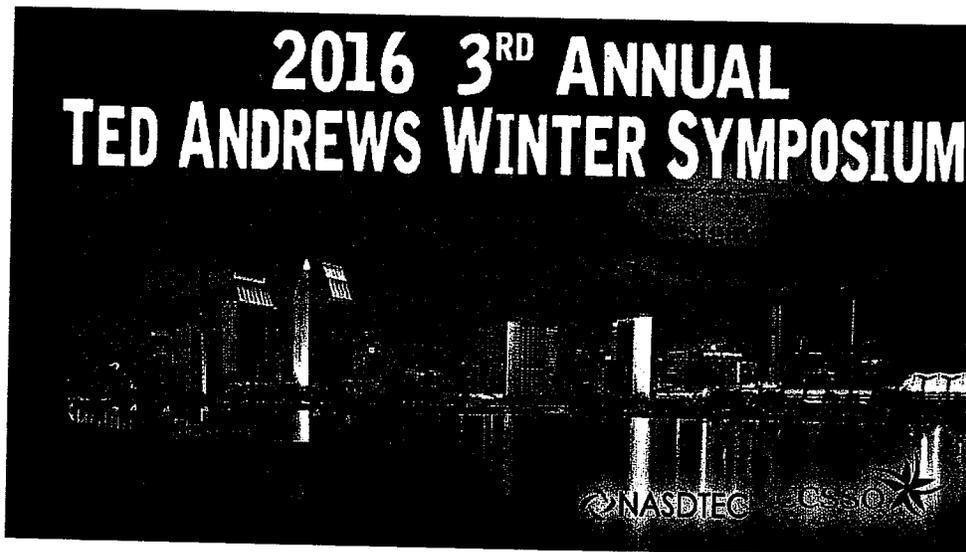
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2016 Ted Andrews Winter Symposium



### Conference Registration

#### Downtown Westgate Hotel Reservations

Call for Reservations 800-522-1564

(Room rate is \$142.00 plus tax)

(Group rate closes on January 12, 2016 or until rooms are sold out)

### Agenda

#### Registration Fee

(Membership Discount Applied to all Registrants)

Early Registration fee: \$420 (\$450 after December 31, 2015)

Two-Day Registration: \$300

One-Day Registration: \$150

Please review refund policy

*\*The registration fee includes breakfast and lunch Thursday, and breakfast on Friday.*

### Information for Sponsors and Exhibitors

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"Refund of registration fee, less \$75 processing and handling fee, if the written request is received no later than January 5, 2016

"No refund if written cancellation is received after January 5, 2016 or for no-shows.



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VISION: NASDTEC believes that all students should have educators who are held to high standards. MISSION: NASDTEC is dedicated to providing leadership and support to those responsible for the preparation, certification/licensure, ethical and professional practice, and continuing professional development of educators.

NASDTEC • 1629 K Street NW • Washington, DC 20006

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# Toward Equity & the Equitable Distribution of Educators

2016 Ted Andrews Winter Symposium

San Diego, CA Downtown Westgate Hotel

February 3-5, 2016

(NOTE: If applicable, attendees should bring a copy of their states' equity plans to use during many symposium activities and discussions.)

February 3	WEDNESDAY
<p><b>8:00 – 5:00</b> Foyer 2<sup>nd</sup> Floor</p>	<p><b>Registration Desk OPEN</b> (Conference office in Starboard Room)</p>
<p><b>9:00 – 11:30</b> Riviera Room-3<sup>rd</sup> Floor</p>	<p><b>Early Arrivals Session--OPTIONAL</b> <b>FACILATED DISCUSSIONS/SHARING:</b> <b>IDEAS &amp; INTERACTIONS ON HOT TOPICS SUGGESTED BY ATTENDEES</b> (Registrants will be asked in early January to submit topics they want to discuss)</p>
<p><b>11:30 – 12:45</b> The Westgate Room</p>	<p><b>NASDTEC STATE DIRECTORS LUNCHEON</b> ALL state office directors attending the conference are asked to meet in The Westgate Room restaurant for an informal discussion of state issues.</p>
<p><b>1:00 – 1:30</b> Versailles Room-2<sup>nd</sup> Floor</p>	<p><b>Opening Remarks and Welcome</b> Phillip S. Rogers, NASDTEC Executive Director Elizabeth Keller (OR), NASDTEC President Mary-Dean Barringer, CCSSO Representative D. T. Magee, TAWS Planning Committee Chairperson</p>
<p><b>1:30 – 2:00</b> Versailles Room-2<sup>nd</sup> Floor</p>	<p><b>General Session 1</b> <b>From Ecuador to Iowa Teacher of the Year</b> Clemencia Spizzirri, 2015 Iowa Teacher of the Year Des Moines Public Schools and Iowa Department of Education</p>
<p><b>2:00 – 3:00</b> Versailles Room-2<sup>nd</sup> Floor</p>	<p><b>General Session 2</b> <b>Like-Role and State Group Discussion on Equity Issues</b> Clemencia Spizzirri, Facilitator</p>
<p><b>3:00 – 3:15</b></p>	<p><b>Refreshment Break</b> Sponsored by Educational Testing Service</p>  <p>Measuring the Power of Learning.™</p>
<p><b>3:15 – 4:30</b> Versailles Room-2<sup>nd</sup> Floor</p>	<p><b>General Session 3</b> <b>Panel Discussion: Equity and the Job of Teachers</b> (TBA—Three Teachers from the area will serve on this panel; however, names</p>

	cannot be published pending final travel approval.)
<b>5:00 – 6:30</b> <i>Riviera Room-3rd Floor</i>	<p style="text-align: center;"><i>Reception</i></p> <p style="text-align: center;">Sponsored by Evaluation Systems of Pearson</p> <p style="text-align: center;"><b>Evaluation Systems</b></p> <p style="text-align: center;"><b>PEARSON</b></p>

**DRAFT AGENDA—OCTOBER 28, 2015**

<b>February 4</b>	<b>THURSDAY</b>
<b>7:30 – 3:30</b> <i>Foyer 2<sup>nd</sup> Floor</i>	<i>Registration Desk Open</i>
<b>7:30 – 8:30</b> <i>Fountainbleu Room-2<sup>nd</sup> Floor</i>	<i>Breakfast Buffet--Networking</i>
<b>8:45 – 10:00</b> <i>Versailles Room-2<sup>nd</sup> Floor</i>	<p><i>General Session 4</i></p> <p><i>Keynote Presentation (title to be determined) and facilitated discussion</i></p> <p>Patrick Shields, Executive Director  Learning Policy Institute</p> <p style="text-align: center;">Sponsored by Evaluation Systems of Pearson</p> <p style="text-align: center;"><b>Evaluation Systems</b></p> <p style="text-align: center;"><b>PEARSON</b></p>
<b>10:00 – 10:15</b>	<p><i>Refreshment Break</i></p> <p style="text-align: center;">Sponsored by Evaluation Systems of Pearson</p> <p style="text-align: center;"><b>Evaluation Systems</b></p> <p style="text-align: center;"><b>PEARSON</b></p>
<b>10:15 – 11:15</b> <i>Versailles Room-2<sup>nd</sup> Floor</i>	<p><i>General Session 5</i></p> <p><i>Panel Discussion: How are districts solving equity issues?</i></p> <p>Chris Reising, Director of Teacher Recruitment and Support-Human Resources San Diego County Office of Education (Facilitator)</p> <p>((TBA—Three superintendents from the area will serve on this panel; however, names cannot be published pending final travel approval.))</p>

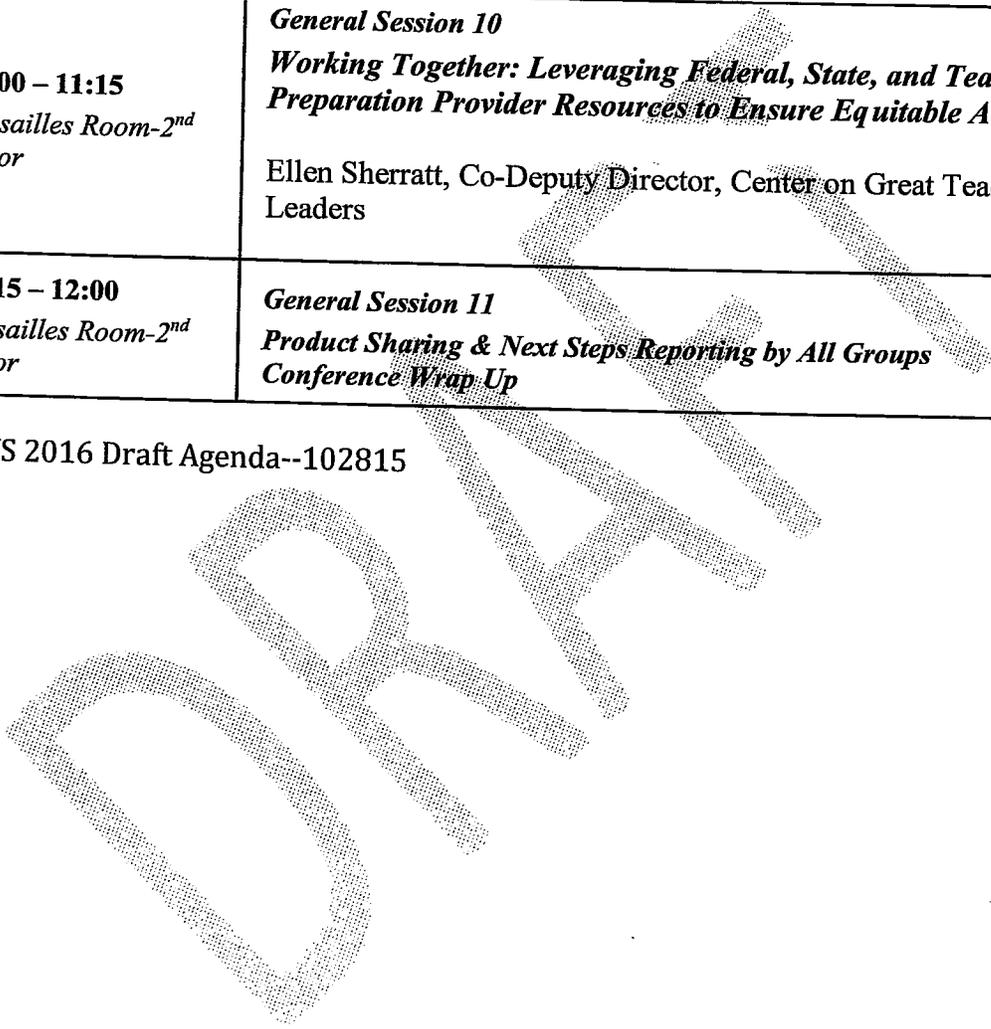
<p><b>11:20 – 12:15</b> Versailles Room-2<sup>nd</sup> Floor</p>	<p><i>General Session 6</i> <i>Like-Role and State Group Discussion on Using Data in Achieving Equity and Equitable Distribution</i> <b>(NOTE: Attendees should bring a copy of their states' equity plans to use in this session.)</b></p>
<p><b>12:20 – 1:20</b> Fountainbleu Room-2<sup>nd</sup> Floor</p>	<p><i>Lunch</i></p> <p>Sponsored by Educational Testing Service</p>  <p>Measuring the Power of Learning.™</p>
<p><b>1:30 – 2:30</b> Versailles Room-2<sup>nd</sup> Floor</p>	<p><i>General Session 7</i> <i>Westat's Equity Tool and States' Strategies &amp; Perspectives</i> Wesley Williams, Associate Manager, Westat Darcy Pietryka, Senior Research Associate, Westat Sarah Pies, Educator Effectiveness Specialist Indiana Department of Education, Office of Educator Licensing &amp; Development (Other states' participation is pending as of 11/1/15 awaiting state travel approval)</p>
<p><b>2:30 – 2:45</b></p>	<p><i>Refreshment Break</i></p>
<p><b>2:45 – 4:00</b> Versailles Room-2<sup>nd</sup> Floor</p>	<p><i>General Session 8</i> <i>Like-Role and State Group Discussion on Equity Plans</i> Wesley Williams &amp; Darcy Pietryka, Facilitators State representatives from previous session as co-facilitators. <b>(NOTE: If applicable, attendees should bring a copy of their states' equity plans to use in this session.)</b></p>
	<p><b>DINNER ON YOUR OWN</b></p>

**DRAFT AGENDA—OCTOBER 28, 2015**

<p><b>February 5</b></p>	<p><b>FRIDAY</b></p>
<p><b>7:30 – 8:30</b> Fountainbleu Room-2<sup>nd</sup> Floor</p>	<p><i>Breakfast Buffet—Networking</i> Sponsored by Educational Testing Service</p>  <p>Measuring the Power of Learning.™</p>

<p><b>8:45 – 9:45</b>  <i>Versailles Room-2<sup>nd</sup></i>  <i>Floor</i></p>	<p><b>General Session 9</b>  <b><i>Ethics and Educator Ethics--NASDTEC's Model Code for Ethics for Educators</i></b>  Vickie Chamberlain, Executive Director, Oregon Teacher Standards &amp; Practices Commission  Anne Marie Fenton, Georgia Professional Standards Commission  Troy Hutchings, Educational Testing Service  Katherine Bassett, Executive Director, NNSTOY</p>
<p><b>9:45 – 10:00</b></p>	<p><b><i>Checkout Break</i></b></p>
<p><b>10:00 – 11:15</b>  <i>Versailles Room-2<sup>nd</sup></i>  <i>Floor</i></p>	<p><b>General Session 10</b>  <b><i>Working Together: Leveraging Federal, State, and Teacher Preparation Provider Resources to Ensure Equitable Access</i></b>  Ellen Sherratt, Co-Deputy Director, Center on Great Teachers &amp; Leaders</p>
<p><b>11:15 – 12:00</b>  <i>Versailles Room-2<sup>nd</sup></i>  <i>Floor</i></p>	<p><b>General Session 11</b>  <b><i>Product Sharing &amp; Next Steps Reporting by All Groups</i></b>  <b><i>Conference Wrap-Up</i></b></p>

TAWS 2016 Draft Agenda--102815



**Dr. Elisabeth Ichihara-Rosario**

Professional Practice in Atlanta, GA October 14, 2015 – October 16, 2015

The NASDTEC conference focused on several topics related to the professional practice of educators. The opening session started with all participants offering their input regarding the various table-topics relevant to our geographic location/area. During this opening session, the facilitators were able to move throughout focusing on the six separate facilitated discussions designed to allow each table to give and receive a quick update and discussion on how different jurisdictions and organizations deal with the key questions posed.

There were 10 more sessions, from a session on right touch regulation, to illustrate the assessment of risk, all the sessions were informative and beneficial. They were held in the ballroom and the ones I found most helpful and inspired were the Georgia Ethics Assessment and The Model Code of Ethics for Educators: Content & Utilization. The acknowledgement that the first iteration of the Model Code of Ethics for Educators (MCEE) was ready to utilize was exciting. The purpose of the Code, which is comprised of five domains, is to serve as an ethical guide designed to assist educators in constructing the best course of action when faced with the complexities of P-12 education by establishing principles that define ethical behavior and ethical best practice. Also in alignment with our goals, is session #9 was an introspective look at the Georgia Ethics Assessment.

As a commission member, this view into educator preparation, certification, and ethics divisions, and with its multiple partners, to support, prepare, and assess practitioners and their candidates in ethical understanding to guide behaviors and decision making has created an awareness of what the challenges and opportunities GCEC needs to undertake in the future.

Trip Report submitted by **Lisa Cooper-Nurse**, Member GCEC for attendance at NASDTEC Professional Practice Institute from October 14, 2015 to October 16, 2015 in Atlanta, Georgia

The National Association of State Directions of Teacher Education and Certification (NASDTEC) Professional Practice Institute held on October 14 – October 16, 2015 in Atlanta Georgia, focused on topics that professional practice and standards boards typically handle. The Professional Practice Institute offered a total of eleven sessions throughout the three day conference.

The first day of the institute offered four sessions. The sessions were titled Hot Topics, Right Touch Regulation, Assessing Witness Credibility, and Understanding the Counter-Intuitive Nature of Victims, and Managing the Message: Working with the Media. Two of the four sessions of the first day were most interesting - Hot Topics and Managing the Message. The Hot Topics session was an interactive session in which participants shared about various topics typically handled by professional standards board. Led by facilitators, the hot topics were discussed in small groups. Discussion topics included dealing with unions, conduct prior to entry into education programs, and reinstatement into the profession. The session titled Managing the Message provided practical tips when reporting to the media and being interviewed by the media.

Five sessions were offered on the second day of the institute. The title of the sessions were Learning from Police Investigations The Benefits and Challenges of an In-house Case Management System, Emerging Technology: How to Retrieve and Secure Evidence, The NASDTEC Model Code of Ethics foe Educators: Content and Utilization, and Georgia Ethics Assessment. Two of the five sessions particularly stood out for me on the second day- the session regarding case management and the session regarding the Georgia Ethics Assessment. The session on case management, although detailed and comprehensive for Guam's needs, provided a practical model of case management and served as a reminder that a case management system needs to be established by our commission. The session regarding the Georgia Ethics Assessment was particularly interesting. Presenters of this session explained the Georgia Ethics Assessment system in detail and modules of the assessment system were demonstrated. The assessment system began with a scenario in which educators had to use the state ethics law to answer the questions. The ethics assessment system was designed for teachers and a new system was being developed for administrators. The presentation helped me to understand the importance of ensuring educators understand their ethics laws.

Two sessions were presented on the third day of the institute. The two sessions were titled Skirting the Line: A Mock Trial and The Racketeer Influenced and Corrupt Organizations (RICO- Acts and the Atlanta Public Schools Details and Repercussions. The third day topics were the most interesting of all the days. In the mock trial, presenters acted out a trial regarding

actionable sexual misconduct. The audience participated in the session by listening and watching the trial, and discussing and voting on an appropriate penalty. In the second session, prosecutors of the Atlanta Public School Cheating Scandal presented the use of the RICO statute in investigating and prosecuting the case. The presenters explained in depth how the cheating scandal occurred throughout Atlanta's public schools and the detailed involvement of teachers, administrators, central office staff, and the superintendent in the changing and adjustment of student standardized tests throughout the district.

As a new member of the Guam Commission for Educator Certification, it is important for me to understand the current initiatives and work being done by other states. The three day NASDTEC Professional Practice Institute allowed me to gain a better understanding of the current issues other professional practice boards are facing and gave me the opportunity to learn about initiatives of other states.