



Preparing and licensing high quality teachers in Pacific Region jurisdictions



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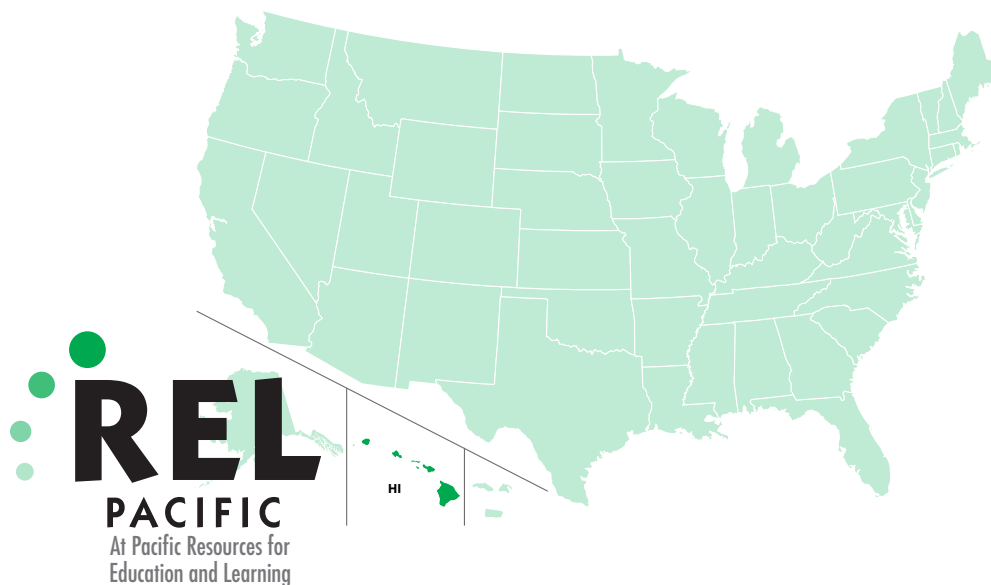
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Summary

Preparing and licensing high quality teachers in Pacific Region jurisdictions

The Pacific Region needs more highly qualified teachers, but current teacher preparation and training programs and certification and licensing processes are not meeting this need.

The provisions of the No Child Left Behind Act of 2001 for teacher quality direct that all students in U.S. public schools be taught by “highly qualified” teachers. To meet the mandate, teachers must satisfy state certification requirements and demonstrate mastery of the subject area they teach.

Although the Pacific Region entities are trying to meet the teacher-quality mandate, most are still far from fulfilling the minimum education requirements for their teachers. To meet even minimum requirements, some entities will need to develop intensive teacher preparation programs.

The Pacific Region is made up of 10 jurisdictions and the national government of the Federated States of Micronesia. The jurisdictions include the state of Hawaii (not discussed in this report); the territories of Guam and American Samoa; the Commonwealth of the Northern Mariana Islands; and the freely associated states of the Republic of the Marshall Islands, the Republic of Palau, and the

Federated States of Micronesia, which includes Chuuk, Kosrae, Pohnpei, and Yap.

By creating an accurate picture of teacher preparation and licensing across the Pacific Region, this report provides educators and policymakers with knowledge that they can use in addressing teacher quality, preparation, and licensing.

What is the supply of certified teachers in Pacific Region jurisdictions?

Highly qualified teachers are not readily available for school systems in the Pacific Region. Teachers in Pacific Region entities are far from meeting even the minimum education requirement for certification—holding an associate’s degree—except in Guam and the Commonwealth of the Northern Mariana Islands. Under-certified teachers are a particularly severe problem in Palau, in the Republic of the Marshall Islands, and in Chuuk and Yap in the Federated States of Micronesia. More worrisome, the share of certified teachers is decreasing in six of the eight entities with data for comparison.

The number of graduates from institutions of higher education in the region is inadequate to meet needs to recruit new teachers and replace retirees. Because of this limited pipeline, state

education agencies will continue to expend substantial resources to recruit qualified teachers from overseas.

What teacher preparation programs are available through Pacific Region institutions of higher education?

The choice of state-approved teacher preparation programs is largely limited to programs offered by two-year accredited community colleges. The only four-year institution in the entities covered in this report is in Guam. Each ministry or department of education also organizes professional development programs geared to meeting the unique needs of teachers in each entity. Summer teacher training programs—allowing teachers from remote communities to gather in a central location to attend courses, institutes, and workshops—are the most important professional development opportunities for teachers in all the Pacific Region entities.

What other resources are available for teacher preparation?

The greatest need for in-service training (basic degree programs for certification) and professional development (training in specific tools and methods) is in areas where many teachers are not certified and have less preparation for teaching—as in American Samoa and the freely associated states. There, teacher preparation programs are constrained by the remoteness of island communities and the distances from schools to central offices and community colleges—the main providers of training. Training for teachers to meet minimum education standards has thus been limited to summer programs and programs offered through distance learning or hybrid

models (some courses online and some face-to-face) that provide bachelor-level training for cohorts of teachers and administrators. Many teachers and administrators complete the cohort programs. Even so, teacher retirement and attrition keep the number of teachers with four-year degrees small, and these off-island programs are temporary, of limited duration, and expensive.

In the Commonwealth of the Northern Mariana Islands and Guam there is less need for intensive in-service training because most teachers have at least a bachelor's degree, the credential required for certification. While those governments invest less in in-service training, the public schools offer opportunities for professional development, such as training in assessment and various teaching methods.

How do teachers become licensed or certified?

Prompted by No Child Left Behind's teacher-quality mandate, Pacific Region state education agencies have intensified their review of teacher certification and licensing procedures. Over the past two years more than half the entities have revamped their teacher certification system. And many entities are using teacher tests, some national (Praxis, for example) and some local, to determine teachers' knowledge.

Meeting licensing requirements, however, is another issue. Teacher licensing is still in its infancy in most of the Pacific Region. Of the entities covered here, only the Commonwealth of the Northern Mariana Islands and Guam have teacher certification and licensing systems to track teacher professional development and performance. In the other entities systems are not well established.

Each entity has found it necessary to include emergency or provisional certificates in teacher certification requirements. These certificates were seen as necessary to “protect” practicing teachers who are not certified—and to extend the practice of individual departments or ministries of education of hiring underqualified teachers to meet staffing needs.

How is the quality of teacher preparation programs assessed?

Processes for reviewing and approving teacher preparation programs are also not well established in any of the entities. And across the entities, quality assurance processes are lacking. State education agencies’ input into and scrutiny of teacher preparation programs are minimal. State education agencies complain that the programs are not meeting teacher

training needs, but no mechanisms ensure ongoing dialog and input between the agencies and the institutions of higher education responsible for the programs.

There is a critical need in the Pacific Region for more teachers who are highly qualified, but current teacher preparation and training programs and certification and licensing processes are not adequately meeting this need. Three closely related factors possibly contribute to this situation and deserve further study: the limited supply of new teachers in teacher training programs, the limited availability of teacher training programs geared to meet Pacific Region needs, and the limited implementation of policies to prepare and certify high quality teachers.

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The Pacific Region needs more highly qualified teachers, but current teacher preparation and training programs and certification and licensing processes are not meeting this need.

WHY THIS STUDY?

Globalization and technological sophistication are bringing about far-reaching economic and social changes, placing more complex demands on schools and teachers. Throughout the United States these changes have renewed debate over how best to prepare teachers to help their students succeed in the twenty-first century. This debate is intense in the communities of the Pacific Region.

Adding to the intensity of debate is the need for U.S. school systems to meet the teacher-quality provisions of the No Child Left Behind Act of 2001, which mandates that all students be taught by “highly qualified” teachers. To meet that mandate, teachers must satisfy state certification requirements and demonstrate mastery of the subject area they teach. A teacher can meet the provisions either by having an undergraduate or graduate degree in the subject area or by passing a subject-area knowledge test.

By creating an accurate picture of teacher preparation and licensing across the Pacific Region, this report provides educators and policymakers with knowledge that they can use in addressing teacher quality, preparation, and licensing (for details on methodology, see box 1).

The Pacific Region is made up of 10 jurisdictions and the national government of the Federated States of Micronesia. The jurisdictions include the state of Hawaii; the territories of American Samoa and Guam; the Commonwealth of the Northern Mariana Islands; and the freely associated states of the Republic of the Marshall Islands, the Republic of Palau, and the Federated States of Micronesia, which includes Chuuk, Kosrae, Pohnpei, and Yap.

Complicating the debate about teacher quality is the unique nature of the Pacific Region and the varying requirements for complying with the No Child Left Behind Act, due to differing political relationships with the United States (table 1). Hawaii, the only state in the Pacific Region and omitted from this study, is in tier 1 and held accountable for all provisions of the act. The U.S. Pacific territories (American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands) and Palau are in tier 2. Through a consolidated grant process with the U.S. Department of Education, these jurisdictions negotiate individually the provisions of the act for which they will be held accountable. The Marshall Islands and the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap) make up tier 3. These jurisdictions are not held accountable under No Child Left Behind. Instead, they receive compact funds administered by the U.S. Department of Interior’s Office of Insular Affairs, which holds them accountable for 20 indicators of educational progress. The U.S. Department of Education and the Office of Insular Affairs encourage the entities in tiers 2 and 3 to adopt provisions from No Child Left Behind, such as standards and benchmarks, aligned curricula and instruction, and assessment systems that measure standards and benchmarks.

Guam and the Commonwealth of the Northern Mariana Islands have adopted requirements

BOX 1

Methodology

This study uses a qualitative re-search approach. To collect data, researchers reviewed documents and interviewed key informant inter-views (see appendix A for details on the methodology and appendix B for a list of documents reviewed). Multiple methods of collecting data were

used to ensure credibility, though data collection was restricted by the available time and resources. So, the study focused on state education agencies and institutions responsible for teacher training in the freely associated states (the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau), the U.S. Pacific territories (Guam and American Samoa),

and the Commonwealth of the Northern Mariana Islands. Through the use of content and document analysis, prevailing practices for preparing and licensing high quality teachers were described, with conclusions drawn for the study. Data gathered from key informant interviews complemented data from document analysis to ensure the accuracy of the study's conclusions.

TABLE 1

Compliance with the No Child Left Behind Act of 2001 in the Pacific Region

Mandatory compliance (tier 1)	Negotiated with U.S. Department of Education (tier 2)	Negotiated with U.S. Department of the Interior (tier 3)
Hawaii	American Samoa Guam Commonwealth of the Northern Mariana Islands Republic of Palau	Republic of the Marshall Islands Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap)

Source: Burger, Mauricio, & Ryan (2007).

similar to those in No Child Left Behind for highly qualified teachers, though they are not strictly held to them. Requirements for highly qualified teachers, as defined by No Child Left Behind, have not been mandated for the freely associated states, either by the U.S. Department of Education for Palau or by the Office of Insular Affairs for the Federated States of Micronesia and the Republic of the Marshall Islands. So, there are no funding ramifications of violating requirements for highly qualified teachers.

The remoteness of some entities, the limited access of teachers in these entities to postsecondary education, and the limited financial resources to compensate teachers converge to affect the quality of education in the region. These factors impede the ability of schools and school systems to recruit highly qualified or certified teachers. They also make it difficult to provide and maintain relevant teacher preparation programs that are both research-based and culturally relevant for students with different languages, literacy levels,

and learning styles. As a result, a higher share of Pacific Region schools than of continental U.S. schools are likely to suffer from severe shortages of highly qualified or certified teachers (Regional Advisory Committee for the Pacific, 2004).

No Child Left Behind defines a highly qualified teacher as one who has a bachelor's degree, has met state certification requirements, and has passed a state-approved teacher test. But across the region school systems define "highly qualified" in different ways. The Commonwealth of the Northern Mariana Islands and Guam use a definition derived from No Child Left Behind, identifying a highly qualified teacher as one with a bachelor's degree and certification. In American Samoa and the freely associated states minimum requirements for teacher certification are two years of college education. A certified teacher is therefore not highly qualified under the No Child Left Behind definition. Both American Samoa and the Federated States of Micronesia have adopted plans requiring their teachers to have a bachelor's degree

as the minimum certification requirement by 2008. Given that more than 40 percent of teachers in Chuuk, Yap, Palau, and the Republic of the Marshall Islands have only a high school education, a standard definition of highly qualified teachers is likely to remain a challenge in the freely associated states.

The schools and school systems examined here include those in all the Pacific Region entities except Hawaii. School systems in these areas are modeled after American systems, though there are differences in population, culture, economy, and resources.

This study will be of special interest to policymakers and professional development personnel in state education agencies. By providing them with information about teacher quality and preparation in the region, it will assist in formulating appropriate procedures for teacher training, certification, and licensing. The study will also help personnel at institutes of higher education to develop programs targeted to meet the needs for teacher education in their jurisdictions.

WHAT THE LITERATURE SAYS

The teacher-quality provisions of No Child Left Behind have been informed by years of scientifically based research consistently demonstrating that teacher quality—whether measured by content knowledge, years of experience, or training and credentials—is strongly correlated with student achievement.

A brief review of recent research on teacher effectiveness and teacher preparation highlights the relationship between teacher quality and student achievement and clarifies the attributes of highly qualified teachers.

Teacher quality and student achievement

Two large-scale longitudinal studies, the Tennessee Value Added Assessment System (TVAAS) and

the Student Teacher Achievement Ratio (STAR) project, offer an opportunity to examine variations in student achievement when the classroom teacher is the only factor that differs across classrooms.

Initiated in 1990, TVAAS has collected extensive data on state achievement test performance for all Tennessee students in grades 2–8. These data are compared with various school-related factors, including teacher effectiveness (defined as teachers whose average gain in student scores ranked in the top 25 percent). Over a four-year period the Tennessee Department of Education's STAR project collected substantial data, intending to evaluate the effects of class size on student achievement.

Analyses of TVAAS and STAR data indicate that student achievement gains indeed relate strongly to teacher effectiveness. For example, although the STAR data show a relationship between student achievement gains and smaller class sizes, they show a stronger relationship between achievement gains and teacher effectiveness (Nye, Konstantopoulos, & Hedges, 2004). Moreover, student performance is more heavily influenced by teachers than by students' ethnicity, socioeconomic status, or school.

Of special interest to the culturally, economically, and linguistically diverse Pacific Region, the benefits from highly effective teachers are greater for minority and low socioeconomic status students. These findings are supported by other studies that involve minority students (Sanders & Rivers, 1996) and low socioeconomic status students (Nye et al., 2004).

Findings from the vast database of K–12 student information compiled by the Texas Schools Project of the University of Texas at Dallas support the findings from Tennessee. By comparing the achievement of similar students attending the

Of special interest to the culturally, economically, and linguistically diverse Pacific Region, the benefits from highly effective teachers are greater for minority and low socioeconomic status students

same schools but assigned to different teachers, researchers isolate the effects of teachers on student achievement. Rivkin, Hanushek, and Kain (2005) find that differences in teacher effectiveness explain the largest portion of the variations in student reading and math achievement.

Defining teacher quality

The basic criteria of No Child Left Behind for highly qualified teachers—holding a bachelor’s degree, meeting state certification requirements, and having passed a state-approved teacher test—may not themselves clearly identify effective teachers. So what makes a teacher effective? Research on specific teacher characteristics—content knowledge, teaching experience, and training and credentials—helps to answer that question.

The basic criteria of No Child Left Behind for highly qualified teachers may not themselves clearly identify effective teachers. So what makes a teacher effective?

Content knowledge. A teacher’s knowledge of subject-area content is a consistently strong predictor of student performance, though the strength of the effect differs across studies. Darling-Hammond (2000)—analyzing data on teacher characteristics and school inputs from the 1993/94 Schools and Staff

Survey and data on student characteristics and achievement from the reading and math assessments of the National Assessment of Educational Programs—finds that measures of teacher preparation and certification are the strongest correlates with average student achievement in reading and math, while class size has very modest effects. Monk and King (1994) note two positive relationships between mathematics gains and teacher coursework in mathematics. Controlling for teacher experience, the grade 11 students who perform well in the fall tests achieve higher one-year gains when their mathematics teachers have more mathematics courses. And observing the gains over 1987–89, Monk and King find that students learn more mathematics when their grade 10 and 11 mathematics teachers have more mathematics courses.

Goldhaber and Brewer (2000) find that having teachers with at least a major in their subject area is the most reliable predictor of student achievement in math and science. They also find that, though advanced degrees in general are not associated with higher student achievement, an advanced degree specific to the subject area taught is associated with higher achievement (Goldhaber and Brewer, 1997). Wayne and Youngs (2003) also support a positive relationship between teacher knowledge in mathematics and student achievement.

Teaching experience. Research has consistently found positive correlations between teaching experience and student achievement. An analysis of data from 60 studies by Greenwald, Hedges, and Laine (1996) finds a positive relationship between teacher experience and student test scores. Similarly, the Texas Schools Project data show that students with experienced teachers have greater achievement gains than students with new teachers (those with one to three years of experience; Rivkin et al., 2005).

Training and credentials. Research into the contribution of traditional certification and licensing to student achievement has yet to yield a clear conclusion. Wayne and Youngs (2003), analyzing 21 studies on the relationship between teacher characteristics and student achievement, find that students learn more from teachers with higher college ratings and test scores. However, they also find only an inconclusive relationship among degrees, coursework, certification, and student achievement—except in mathematics, where high school students learn more from teachers with certification, degrees, and coursework related to mathematics.

Examining students taught by math teachers with similar teaching experience but different certifications, Fuller and Alexander (2004) find that the students taught by certified teachers score better on state math achievement tests. Laczko-Kerr and Berliner (2002), examining elementary math achievement, find that students taught by

new, certified teachers do significantly better on achievement tests than those taught by new, uncertified teachers. Of special importance to policy-makers, Greenwald, Hedges, and Laine (1996) find that the money spent to improve teacher preparation has a greater impact on student achievement than lowering student-teacher ratios, raising teacher salaries, or increasing teacher experience.

Recent studies evaluate the effects of teacher training by comparing teachers who take alternative routes to teaching with those who complete a traditional certification program. Alternative routes offer opportunities for people with an undergraduate degree outside education to work toward certification while bypassing some of the education coursework required of students in schools of education.

Research on Teach for America teachers in Houston finds that those teachers had a more positive effect on student achievement than other new teachers (Raymond, Fletcher, & Luque, 2001). Analyzing the same data, Darling-Hammond, Holtzman, Gatlin, and Heilig (2005) confirm that students of Teach for America teachers outperform those of other untrained teachers, especially in math.¹ However, they perform less well than students of new teachers with pedagogical training and certification (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005). Decker, Mayer, and Glazer (2004)—comparing students of Teach for America teachers with those of other teachers in the same schools and in the same grades, based on random assignments of students to classrooms—find that average math scores are significantly higher among students of Teach for America teachers.

Criticism of teacher training and licensing procedures stem largely from a belief that the requirements for certification do not encompass all the characteristics that should be sought in teachers—and that procedures should thus be reformed to require more content knowledge and evidence of teaching competence (Walsh & Snyder, 2004). While different certification requirements

in different states make generalizing about the research difficult (Hanushek, Rivkin, & Taylor, 1996), most research indicates positive relationships between the training required for certification and student achievement (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; Wayne & Youngs, 2003; Goldhaber & Brewer, 1997).

Some studies cited here, such as Decker, Mayer, and Glazer (2004), are based on rigorous random assignments and can more reliably establish causal relationships. Most, however, are correlational and do not establish a causal relationship between teacher characteristics and student outcomes. Even so, the evidence suggests a positive relationship between these indicators of teacher quality and student outcomes.

The evidence suggests a positive relationship between indicators of teacher quality and student outcomes

Teacher quality and Pacific Region schools and students

Quality teachers may be especially important for disabled students, those of low socioeconomic status, and those at risk of school failure—as well as for English language learners. So, finding ways to identify teacher quality and effectiveness and to ensure that students are taught by specialized teachers is a real and urgent challenge in the Pacific Region, where over 80 percent of students are English language learners and classroom resources are scarce. In a study of social service delivery in nine Pacific countries, including the Republic of the Marshall Islands, the Federated States of Micronesia, and Palau, the World Bank (2006, p. 37) summarizes the situation:

A constraint, which still continues despite having received considerable attention and investment in the Pacific over the years, is the supply of suitably qualified teachers. Teachers' competence and commitment are of crucial importance in improving student achievement levels. . . . Some countries have issues with distribution of teachers and/or

a high proportion of primary teachers who have completed a high school diploma and no professional training. Creating an adequate supply of trained teachers by expanding training opportunities is a capacity issue that clearly needs to be addressed.

Many researchers and analysts argue that a major reason for the achievement gap is that poor and minority students are the least likely to have qualified teachers—making shortcomings in the Pacific Region even more troubling. Data from the U.S. Department of Education’s National Schools and Staffing Survey show that students in high-poverty secondary schools are 77 percent more likely to be taught by teachers without subject-area degrees than their counterparts in more affluent schools. Students in schools with large minority populations are 40 percent more likely to be taught by out-of-field teachers. The problem is especially acute in the middle schools (Jerald & Ingersoll, 2002). A study of New York state teachers finds that low-income, low-achieving, and nonwhite students are taught by the least skilled teachers—particularly in urban areas (Lankford, Loeb, & Wyckoff, 2002).

Poor and minority students are also about twice as likely to have teachers with fewer than three years of teaching experience (National Center for Education Statistics, 2000). And districts that are predominantly poor or minority are much more likely to employ uncertified teachers (Darling-Hammond, 2000).

THE SUPPLY OF CERTIFIED TEACHERS IN PACIFIC REGION JURISDICTIONS

This section and those that follow group the entities by similarities in teacher preparation and certification requirements. The Commonwealth of the Northern Mariana Islands and Guam make up one group, and American Samoa and the freely associated states make up the other.

Supplies of highly qualified teachers are not readily available for school systems in the region

Supplies of highly qualified teachers are not readily available for school systems in the region. Although Pacific Region entities are trying to conform to No Child Left Behind’s teacher-quality provisions, teachers there are far from meeting even the minimum educational requirement for certification—holding an associate’s degree—except in Guam and the Commonwealth of the Northern Mariana Islands.

The Commonwealth of the Northern Mariana Islands and Guam

In the Commonwealth of the Northern Mariana Islands and Guam only teachers with bachelor’s, master’s, or doctoral degrees are eligible for certification. Teachers must also pass the Praxis tests. The result is that all but 4 percent of Guam’s 2,236 teachers hold at least a bachelor’s degree. Only 1 percent of the Commonwealth of the Northern Mariana Islands’s 578 teachers do not have a bachelor’s degree (table 2).

American Samoa and the freely associated states

Undercertified teachers are a particularly severe problem in Palau, in the Republic of the Marshall Islands, in Chuuk and Yap in the Federated States of Micronesia. In these entities education and certification are closely linked because no proof of subject matter competency is required. The current practice is to award certification on presentation of degrees or diplomas. So, in American Samoa and the freely associated states teachers eligible for certification are those with at least an associate’s degree.

Equating education with certification implies that 89 percent of teachers in American Samoa are certified, 88 percent in Kosrae, 98 percent in Pohnpei, 56 percent in Chuuk, 49 percent in Yap, 57 percent in Palau, and 47 percent in the Republic of the Marshall Islands. In the Federated States of Micronesia teachers must take a locally developed test (Federated States of Micronesia National Standardized Test for Teachers) to demonstrate basic knowledge in core subject areas. However, the test

TABLE 2

Highest education of teachers in the Pacific Region, 2003

Entity	Number of teachers	High school diploma (percent)	Associate's degree (percent)	Bachelor's degree (percent)	Master's degree (percent)	Doctoral degree (Ph.D. or Ed. D.; percent)
Commonwealth of the Northern Mariana Islands	578	—	1	82	16	1
Guam	2,236	—	4	68	23	5
American Samoa	804	11	48	33	7	1
Federated States of Micronesia	1,730	109	237	51	3	—
Kosrae	171	12	80	7	1	—
Pohnpei	456	2	67	30	1	—
Chuuk	811	44	46	9	1	—
Yap	292	51	44	5	—	—
Republic of Palau	261	43	33	22	2	—
Republic of the Marshall Islands	630	53	38	8	1	—

— indicates that data are not available.

Note: The shaded areas indicate the levels of education required for eligibility for certification in each entity.

Source: Camblin & Heine (2004); Republic of Palau Ministry of Education (2006); Federated States of Micronesia Health, Education and Social Affairs (2000); Yap Department of Education, personal communication, 2007.

results are not yet used to determine whether a teacher remains in the classroom.

Camblin and Heine (2004, p. 11) note that educators understand the relationship between under-qualified teachers and low student achievement:

All of the educators interviewed by the review team clearly understand the relationship between under-qualified teachers and low student performance. Republic of the Marshall Islands recognizes that one of the main ways they will improve student performance is to improve teacher quality.

No Child Left Behind standards and the findings from research emphasize that the teacher content knowledge attained through any two-year degree program is simply inadequate—highlighting the gravity of deficiencies in American Samoa and the freely associated states.

Some entities, particularly Palau, the Republic of the Marshall Islands, and Chuuk in the Federated

States of Micronesia, need intensive teacher preparation programs and teacher upgrading to bring their teachers up to the state education agencies' minimum standards for certification—and to meet minimum No Child Left Behind standards.

And enforcement has been lacking for even the longstanding requirement in American Samoa and the freely associated states that certified teachers hold an associate's degree. All the entities have recently reviewed and approved new teacher certification plans, except for the Republic of the Marshall Islands and American Samoa, where teacher certification plans are currently under legislative review.

Challenges to improving teacher preparation and licensing

The number of graduates from institutions of higher education in the region is inadequate to meet needs to recruit new teachers and replace retirees—especially in American Samoa and the freely associated states (table 3). Because of this

TABLE 3

Graduating teachers and pass rates on state-approved teacher tests, 2005/06

Entity	Average number of teachers recruited annually (estimate)	Teachers graduating from local institutions of higher education and state-approved teacher preparation programs
Commonwealth of the Northern Mariana Islands	60	15 (bachelor's)
Guam	150	72 (bachelor's)
American Samoa	—	16 (associate's) 15 (bachelor's from University of Hawaii)
Federated States of Micronesia	75	48 (associate's and third-year program) ^a
Palau	16	14 (associate's)
Republic of the Marshall Islands	40	25 (associate's)

— indicates that data are not available.

a. Data are for 2004.

Source: Personal communications from departments and ministries of education.

limited pipeline, state education agencies will continue to expend substantial resources to recruit qualified teachers from overseas.

Perhaps more troubling, the share of certified teachers is decreasing in six of the eight entities with data for comparison (table 4). Four factors may be associated with this decline. First, the cohort of teachers certified through intensive teacher training programs carried out by newly established two-year colleges in the region in the late 1970s and early 1980s have recently reached retirement (Camblin & Heine, 2004). Second, recent changes in retirement laws allowing for early retirement (in the Commonwealth of the Northern Mariana Islands and Guam, for example) provided incentives for teachers to retire early. Third, the consolidation of the Head Start programs with departments or ministries of education in the Republic of the Marshall Islands and some states in the Federated States of Micronesia meant the absorption of Head Start teachers—many of them uncertified. Fourth, new certification and licensing requirements for teacher testing may also contribute to the falling number of certified teachers in 2005, particularly in Guam and the Commonwealth of the Northern Mariana Islands.

So if teacher quality is indeed associated with teacher certification (as argued in Laczko-Kerr &

Berliner, 2002; and Fuller & Alexander, 2004), the quality of teachers in most Pacific Region entities has fallen.

Pacific Region entities face two additional challenges for teacher preparation and licensing beyond undercertified teachers (Camblin & Heine, 2004):

- Lack of ready access to a supply of new, highly trained teachers to staff schools.
- Growing needs for highly qualified teachers because of predicted teacher retirement and retention difficulties over the next 10 years.

While suburban schools in the United States, including Hawaii, often have a surplus of well qualified applicants applying for teaching positions, poorer and more rural school districts often employ teachers who enter teaching through the fastest route. Former American Federation of Teachers President Sandra Feldman characterizes this practice:

In districts where the conditions are rough and the pay is low . . . schools often end up getting the least qualified new teachers. (We call them “Labor Day Specials.”) They are hired with “emergency credentials” or

TABLE 4

Teacher certification in the Pacific Region, 2003 and 2005

Entity	2003		2005	
	Number of teachers	Certified teachers	Number of teachers	Certified teachers
Commonwealth of the Northern Mariana Islands ^{a,b}	578	99	505	95
Guam ^b	2,236	96	2,217	82
American Samoa ^c	804	89	945	—
Federated States of Micronesia ^c	1,673	70	2,195	65
Chuuk	811	56	810	48
Kosrae	171	88	266	84
Pohnpei	456	98	766	75
Yap	235	49	353 ^d	65
Republic of the Marshall Islands ^c	630	47	754	45
Republic of Palau ^c	261	57	266	61

— indicates that data are not available.

a. All teachers in the Commonwealth of the Northern Mariana Islands have bachelor's degrees but not all have passed Praxis II; so not all are fully licensed.

b. Bachelor's degree required for teacher certification.

c. Associate's degree required for teacher certification.

d. Includes former Head Start teachers.

Source: Personal communications from departments and ministries of education.

inappropriately assigned to classes they weren't trained to teach (Feldman, 1998).

Undercertified teachers are especially problematic in the remote and isolated schools of the Pacific Region, where school system administrators may monitor teachers only once a year, if at all. The Palau Ministry of Education (2006, p. 14) identifies teacher quality as a national priority in its Education Master Plan 2006–16: “Due to geographic span in remote areas and the limited access to postsecondary education programs, teacher quality is impacted in two areas: recruiting highly qualified and/or certified teachers and providing and maintaining sustained and relevant professional development.”

And because replacements are difficult to find, ineffective teachers are likely to remain in the schools despite low student performance on tests. The practice of employing and retaining undercertified teachers in classrooms likely hurts student performance and achievement, historically low in the region.²

Guam once had teacher certification plans with clear standards that held teachers—not the school system—accountable for improving teacher skills and quality. In 2002 teachers in the Federated States of Micronesia, the Republic of the Marshall Islands, and Palau were assigned similar responsibility for developing their own individual education plans, in conjunction with a bachelor's degree program at the University of Guam. Those plans, however, no longer exist, and the individual education plans are no longer required.

TEACHER PREPARATION PROGRAMS AVAILABLE THROUGH PACIFIC REGION INSTITUTIONS OF HIGHER EDUCATION

The responsibility for teacher preparation in the Pacific Region, both pre- and in-service, is shared between institutions of higher education and state education agencies. The greater part of responsibility for formal teacher preparation falls, however, on two- and four-year institutions of

The choice of state-approved teacher preparation programs is largely limited to programs offered by two-year accredited community colleges

higher education and their state-approved teacher preparation programs.

The choice of state-approved teacher preparation programs is largely limited to programs offered by two-year accredited community colleges (see appendix C for

state-approved teacher preparation programs in each entity). The only exception in the entities covered in this report is Guam, which has a four-year institution.

The Commonwealth of the Northern Mariana Islands and Guam

In the Commonwealth of the Northern Mariana Islands the state board of education develops policies and regulations for the teacher preparation program. Implementation and enforcement is vested in the public school system's human resource office. Collaborating with Northern Marianas College and other institutions of higher education, this office ensures that teacher preparation courses are available to all teachers throughout the year (Inos, 2004).

Responsibility for pre-service teacher education lies with the Commonwealth's flagship college, Northern Marianas College. Accredited by both the junior and the senior commissions of the Western Association of Schools and Colleges, Northern Marianas College can thus offer a four-year, fully accredited bachelor's degree in education—the only bachelor's program offered by Northern Marianas College. Having a local bachelor's program has increased the number of teachers with bachelor's degrees in education. In-service teacher education programs (basic degree programs for certification) and other professional development programs (training in specific tools and methods) are planned and carried out by the public school system in partnership with outside agencies including the University of Guam, Pacific Resources for Education and Learning, and other training providers.

The University of Guam shoulders the responsibility for pre-service teacher education in Guam (University of Guam, 2005), sharing the responsibility for in-service teacher education and professional development with the Guam public school system and outside training providers contracted by the Guam public school system.

The University of Guam is Guam's only institution for teacher preparation. In 2006 the National Council for the Accreditation of Teacher Education issued provisional accreditation status for the university's teacher preparation program, meaning that the program has not met one or more of the required standards (National Council for the Accreditation of Teacher Education, 2007). The university is now moving toward performance-based standards for the program. A four-year university offering both bachelor's and master's degrees through its teacher preparation program, the university extends its program to teachers from the Federated States of Micronesia, Palau, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands.

American Samoa and the freely associated states

In American Samoa the American Samoa Community College is the primary institution for pre-service teacher preparation. American Samoa Community College is publicly funded, offering an associate's degree in elementary and special education. As in other entities, it shares with the department of education responsibility for in-service teacher education and professional development (American Samoa Community College, 2005).

The American Samoa Department of Education contracts with the University of Hawaii–Manoa to offer on- and off-site courses leading to a bachelor's degree for teachers in the territory with associate's degrees from American Samoa Community College. Professors travel to American Samoa to offer courses during two-week periods of the school year or during full summer sessions. Students are also required to take residential courses on the university's main campus in Honolulu.

The College of Micronesia–Federated States of Micronesia in Pohnpei State is responsible for pre-service teacher preparation and shares with each state the responsibility for in-service teacher education. The college offers teacher preparation programs in such areas as elementary education, special education, and related services. Recognizing the college’s strategic role, the Federated States of Micronesia’s Strategic Plan for Improvement of Education (Federated States of Micronesia Department of Health, Education, and Social Affairs, 2000) recommended that the college work closely with national and state departments of education to review and revise degree and training programs to ensure that they meet the needs of the Federated States of Micronesia.

The college serves primarily the four states of the Federated States of Micronesia: Chuuk, Kosrae, Pohnpei, and Yap. Accredited by the Western Association of Schools and Colleges, the college’s education programs include a third-year certificate program (see appendix E). In the first two years the focus is on core knowledge and content-area courses. In the third year the focus shifts to teaching methodologies and a practicum. The program recently received approval to expand to offer an on-site bachelor’s degree program in a fourth year, in partnership with the University of Guam. The teacher preparation courses are extended to communities throughout the four Federated States through extension campuses in each state.

In the Republic of the Marshall Islands the College of the Marshall Islands, a two-year institution accredited by the Western Association of Schools and Colleges, provides the bulk of teacher preparation for elementary teachers. The college is responsible for pre-service teacher preparation and shares with the ministry of education responsibility for in-service education (Republic of the Marshall Islands, 2004). As the college offers no bachelor’s program, no secondary teacher preparation program is available locally.

Some secondary and elementary teachers and curriculum specialists in the Republic of the Marshall

Islands have degrees and teacher training from Brigham Young University–Hawaii. That program requires at least one semester on the Laie Campus. The other courses can be taken off-site through courses taught by visiting professors. The Fiji-based University of the South Pacific also offers a certificate in early childhood education to teachers of the Republic of the Marshall Islands, with an extension center in Majuro.

In Palau teacher preparation is the responsibility of the Palau Community College, a two-year institution accredited by Western Association of Schools and Colleges. The college is responsible for pre-service teacher preparation in Palau and shares with the Palau ministry of education the responsibility for in-service teacher education (Republic of Palau, 2001). Depending on funding availability, the college and the ministry of education sometimes work with such outside institutions as San Diego State University to provide bachelor’s and master’s programs to teacher cohorts. In the early 1990s such an arrangement helped almost half of Palau’s teachers attain bachelor’s degrees.

The absence of local four-year teacher preparation programs in the freely associated states and American Samoa means that expectations and standards for teacher preparation must focus on the two-year associate’s degree programs. Palau Community College and the College of the Marshall Islands provide two-year associate’s degree programs for elementary teachers in Palau and the Republic of the Marshall Islands, respectively. The two-year programs commonly consist of one year of coursework in content-area knowledge and core graduation requirements and another year of teaching pedagogy and methodology courses (see appendix D). American Samoa Community College provides a similar

The absence of local four-year teacher preparation programs in the freely associated states and American Samoa means that expectations and standards for teacher preparation must focus on the two-year associate’s degree programs

two-year degree program in education. The College of the Marshall Islands also offers a certificate in teaching English to speakers of other languages (TESOL) that provides teachers with the basic principles and techniques for teaching English as a second language. To enroll in the program, teachers must complete the associate's degree program and teach in the schools of the Republic of the Marshall Islands (College of the Marshall Islands, 2007).

Faculty in teacher preparation programs

There are efforts by Pacific colleges to engage indigenous faculty in teacher preparation programs—important given the Pacific Region's linguistic and cultural complexities. Palau Community College exemplifies such efforts, engaging faculty who are familiar with the teachers' cultural context, language, and learning styles.

The College of the Marshall Islands education program faculty are mostly off-island recruits, including Caucasians, Fijians, and Filipinos. The College of the Marshall Islands and American Samoa Community College are moving on engaging local faculty, though they are far from achieving that goal.

The size of faculties in education departments and their experience as teachers and mentors vary widely across the region (table 5).

OTHER RESOURCES AVAILABLE FOR TEACHER PREPARATION

Each ministry or department of education organizes professional development programs geared to meeting the unique needs of teachers in each entity. Many entities use teacher tests to evaluate

TABLE 5

Experience, education, and ethnicity of faculty in colleges and divisions of education, 2006/07

College/university	Number of faculty in education departments	Education	Ethnicity (percent)	Average years of teaching experience	Years in current teaching job
American Samoa Community College	46 full-time ^a (11 faculty on contracts, 35 permanent faculty) 46 part-time	Doctorate: 19 Master's: 48 Bachelor's: 20 Associate's: 2 High school with certification: 3	Caucasian: 15 Pacific Islander: 72 Other: 12	10	8
College of the Marshall Islands	4 full-time equivalents ^b	Master's: 4	Caucasian: 50 Other Pacific Islander: 25 Filipino: 25	15	10
Palau Community College	4 full-time	Master's: 3 Bachelor's: 1	Palauan: 100	6	6
University of Guam	20 full-time 5 part-time	Doctorate: 20 Master's: 5	Black: 8 Filipino: 8 Indian: 8 Japanese: 8 Pacific Islander: 40 Caucasian: 32	23	10

a. Includes faculty from other departments.

b. College of the Marshall Islands faculty teaching Marshallese language/studies.

Source: American Samoa Community College, 2007; Palau Community College, 2005; College of the Marshall Islands 2005, 2006a, 2007; C. Stoicovy, personal communication, February, 8, 2007.

needs, particularly in subject areas. The Republic of the Marshall Islands uses the Marshall Islands English Language Test to assess the English of its teachers. Based on the results, it organizes summer institutes to improve teacher language abilities. The Federated States of Micronesia use results from its National Standardized Teacher Test to plan in-service modules specific to meeting teachers' content and pedagogical knowledge needs.

Summer teacher training programs are the most important professional development opportunities for teachers in all the Pacific Region entities. Teachers from remote communities gather in a central location to attend courses, institutes, and workshops. Ministries or departments of education normally require teachers falling short of certification requirements to take courses or participate in other professional development during the summer. A further incentive is that teachers attending these programs receive full salary.

Some entities have used offshore teacher preparation programs from continental U.S. universities. Teacher preparation programs offered through distance learning or hybrid models (some courses online and some face-to-face) provide bachelor-level training for cohorts of teachers and administrators. However, these off-island programs are temporary, of limited duration, and expensive.

The Commonwealth of the Northern Mariana Islands and Guam

In the Commonwealth of the Northern Mariana Islands and Guam aspiring teachers must attend a four-year teacher preparation program, including a combination of content and pedagogical courses and usually culminating in student teaching supervised by a certified master teacher. After completing the bachelor's program, prospective teachers must take teacher tests (Praxis I and II) before obtaining a license to teach particular levels and subjects.

Because Commonwealth of the Northern Mariana Islands and Guam teachers are certified,

investment in in-service teacher preparation programs is limited. However, the public school systems invest heavily in professional development. In the last two years the Guam public school system has provided its teachers with development opportunities in Direct Instruction, which the system recently adopted. Other professional development includes training in assessment, Sheltered Instruction Observation Protocol, and Differentiated Instruction.

The Commonwealth of the Northern Mariana Islands operates AmeriCorps programs and recently received funding from the U.S. Department of Education for a Troops-to-Teachers program. As part of this program, members of the armed forces sign contracts with the public school system, agreeing to obtain 18 credits each year. Twenty-five prospective teachers are participating, and the program is receiving national recognition. Both Guam and Hawaii have shown interest in implementing similar programs (Geri Willis, personal communication, February 5, 2007).

Newly recruited teachers in the Commonwealth of the Northern Mariana Islands participate in an induction and mentoring program that includes partnering with a master teacher and courses to prepare them for teaching in multilingual, multicultural environments.

Regional state education agencies also work with technical assistance providers to extend targeted opportunities for professional development in specific areas. Technical assistance providers include Pacific Resources for Education and Learning; the Western Region Resource Center in Eugene, Oregon; University-Affiliated Programs of the University of Hawaii; and the University of Guam, with the last two focusing on in-service programs for special education teachers.

Teacher preparation programs in American Samoa and the freely associated states are constrained by the remoteness of island communities and the distances from schools to the central offices and community colleges

American Samoa and the freely associated states

Teacher preparation programs in American Samoa and the freely associated states are constrained by the remoteness of island communities and the distances from schools to the central offices and community colleges—the main providers of training. Training for teachers to meet minimum education standards has thus been limited to summer programs. To speed teachers toward certification, however, the ministries and departments of education often release 30–50 teachers from their teaching duties so that they can attend local community colleges and complete their degrees.

In the Republic of the Marshall Islands volunteers make it possible to release teachers for in-service training. The volunteers come from such programs as World Teacher, a Harvard University–based international program that provides college graduates to work as teachers. Participating countries pay travel expenses and living subsidies. The Republic of the Marshall Islands has a similar program, drawing volunteers from the Japan Overseas Cooperation Volunteers.

American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Palau, and the Republic of the Marshall Islands have used offshore teacher preparation programs from continental U.S. universities. Teacher preparation programs offered through distance learning or hybrid models (some courses online and some face-to-face) provide bachelor-level training for cohorts of teachers and administrators (table 6). San Diego State University offers bachelor's and master's programs to teachers and administrators in Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. The University of Guam works closely with the College of Micronesia–Federated States of Micronesia to provide bachelor-level coursework in the Federated States of Micronesia states during the summer. Most recently, Park University in Parkville, Kansas, has begun to offer a bachelor's degree in international teacher education to teachers in the Republic of the Marshall Islands and Pohnpei in the Federated States of Micronesia.

Distance learning programs can have some drawbacks, including cost and technical requirements. The programs can, however, also meet the needs of

TABLE 6

Teacher preparation programs available off-island or through distance learning

Entity	Teacher preparation program	Degree
American Samoa	American Samoa Department of Education–University of Hawaii Cohort BEd program	BEd in Education
Federated States of Micronesia	San Diego State University Teacher Cohort program for regular and special education teachers	BA/MA in Leadership for Special Education
	Park University (Pohnpei)	BA in International Teacher Education
Palau	San Diego State University Teacher Cohort program for regular and special education teachers	BA/MA in Education Leadership
Republic of the Marshall Islands	Brigham Young University–Hawaii	BA in Interdisciplinary Education
	Park University	BA in International Teacher Education
	University of the South Pacific	Diploma in Early Childhood Education; BA in Elementary/Secondary Education
	San Diego State University	MA in Educational Leadership

Source: Authors' summary of data described in text.

Pacific Region teachers, particularly those who want to advance beyond the associate's level. San Diego State University dominates the distance learning market in teacher preparation across the freely associated states. These and similar programs, from Park University, for example, are fast becoming attractive to school systems in the region despite their relatively high cost and technical requirements.

In these off-island programs the sponsoring university is responsible for program organization. The ministries and departments of education recruit students who must meet university admission requirements and pay for tuition and books. In the San Diego State program most courses use the hybrid model. So in addition to online coursework, the university recruits its faculty members to meet with teachers and offer parts of the course on-site. The university also hires local adjunct faculty to teach courses as well.

Park University, by contrast, uses the online model, with a facilitator on site. The instructor of record, however, may never meet the students face-to-face. The program has operated for only two years, so the success of its delivery model cannot now be determined.

Many teachers and administrators complete the cohort programs. Even so, teacher retirement and attrition keep the number of teachers with four-year degrees small (Camblin & Heine, 2004; Maurice, Ansari, & MacLeod, 1995). More, these off-island programs are temporary, of limited duration, and expensive. The technology to make them viable is not yet widely available and often prohibitively expensive where available.

Few U.S federal grants for teacher development are available to the freely associated states. For the Federated States of Micronesia and the Republic of the Marshall Islands, teacher training funds were consolidated into the Supplemental Education Grant provided under the economic package of the Compact of Free Association of 2003. Compact sectoral grants for education also support teacher training initiatives. Because state education

agencies must weigh teacher development against many competing priorities, teacher training funds are less than needed.

The Teacher Quality grant is among the few U.S. federal grants still extended to the freely associated states. Almost all Pacific Region entities use these grants as their main support for teacher training. How the entities use them varies. For example, state education agencies organized comprehensive teacher preparation programs in the summer and required their teachers to attend, particularly those without associate's degrees. Teacher Quality funds also support the Republic of the Marshall Islands's teacher-release program and the online bachelor's program.

HOW TEACHERS BECOME LICENSED OR CERTIFIED

Prompted by No Child Left Behind's teacher-quality mandate, Pacific Region state education agencies have intensified their review of teacher certification and licensing.³ Over the past two years⁴ more than half the entities have revamped their teacher certification system. And many entities are using teacher tests, some national (Praxis, for example) and some local, to determine teachers' knowledge (table 7).

Meeting the licensing requirements, however, is another issue. Teacher licensing is still in its infancy in most of the Pacific Region.⁴ Of the entities covered here, only the Commonwealth of the Northern Mariana Islands and Guam have teacher certification and licensing systems to track teacher professional development and performance. In the other entities systems are not well-established. As a result, incentives for professional development are limited.

Teacher licensing is still in its infancy in most of the Pacific Region

Teacher certification and licensing vary across the entities (see table 8 on page 19). In all entities, however, the mechanisms for enforcing teacher certification are in the public school system at the state education agency level. Each jurisdiction

TABLE 7

Teacher tests for licensing and certification

Entity	Basic skills	Professional knowledge of teaching	Subject-area knowledge
Commonwealth of the Northern Mariana Islands	Praxis I	Praxis II	Praxis II
Guam	Praxis I	Praxis II (proposed)	Praxis II (proposed)
American Samoa	Praxis I (proposed)	Praxis II (proposed)	None
Federated States of Micronesia	National Standardized Test for Teachers	None	None
Palau	None ^a	None	None
Republic of the Marshall Islands	None	None	Marshall Islands English Language Test

a. Legislation requires the use of Praxis in Palau, but the ministry of education has not yet implemented this provision.

Source: Personal communications from departments and ministries of education.

has found it necessary to include emergency or provisional certificates as part of certification requirements to “protect” practicing teachers who are uncertified and to enable the ministries and departments to hire undercertified teachers as needed.

The Commonwealth of the Northern Mariana Islands and Guam

The Commonwealth of the Northern Mariana Islands and Guam issue teaching licenses based on their certification and licensing requirements. Both include teacher testing in licensing programs. Guam also uses forfeiture of pay raises to motivate teachers toward certification (Dumat-ol Daleno, 2007). In the Commonwealth of the Northern Mariana Islands teachers must pass Praxis I and II by 2008 to continue teaching. A recent report from the Commonwealth of the Northern Mariana Islands indicates that as of November 2006, 280 of all public school teachers (54 percent) had passed Praxis, leaving 200 teachers yet to be designated “highly qualified” (Calindas, 2007a). Some of these have, however, passed at least one of the Praxis tests.

American Samoa and the freely associated states

Although American Samoa and the freely associated states have teacher standards, they have not

yet linked the standards to teacher preparation, certification, and licensing programs. Teacher licensing, as understood in Hawaii and the continental United States, does not exist in these entities. No licenses are issued; instead, a certified teacher is one who has completed the required coursework and met degree requirements. Once a teacher is certified as having met the minimum education requirements—in many places an associate’s degree—that teacher is allowed to teach without further education or recertification. Proof of content-area knowledge is not yet required, even in places where teacher tests are administered. Policies and procedures governing the application of teacher certification are on the books but inconsistently followed.

All Pacific Region entities mandate teacher tests. How test results are used, however, differs widely. In the Federated States of Micronesia the National Standardized Test for Teachers determines what teachers need to do to complete certification. Using this information, the College of Micronesia–Federated States of Micronesia has developed area-specific teacher training modules geared to helping the teachers become certified.

Beginning in 2004 the Republic of the Marshall Islands ministry of education began using a locally developed test, the Marshall Islands English

Language Test, to determine its teachers' English language competency. Neither the Federated States of Micronesia nor the Republic of the Marshall Islands has made passing locally developed tests a condition of certification. Both, however, have used test results for diagnosis and to determine and prioritize professional development.

American Samoa's proposed certification plan requires teachers to take Praxis I and II. The plan is currently under review by the American Samoa legislature (American Samoa Department of Education, 2006).

Other entities have plans to require teacher tests for certification but have not strictly followed them. The Federated States of Micronesia mandated the National Standardized Test for Teachers to evaluate teacher qualifications. Over the past four years, however, it has not administered the test consistently. Guam's teachers also are required to pass a language proficiency test before being allowed to teach.

HOW THE QUALITY OF TEACHER PREPARATION PROGRAMS IS ASSESSED

Internal processes for reviewing and approving teacher preparation programs are not well established in any of the Pacific Region entities. Aside from reviews and reports from college accrediting commissions, state education agencies have no process or standards for reviewing and approving teacher education programs. Nor do state education agencies have policies or capacities to conduct a routine assessment of teacher preparation programs. There are no national or state systems to monitor teacher preparation programs other than those mandated by accreditation requirements, such as those of Western Association of Schools and Colleges and the National Council for Accreditation of Teacher Education. Such external organizations' program and accreditation standards are the only way that Pacific Region teacher preparation programs are systematically reviewed against national standards of similar

programs—or against themselves though self-evaluation requirements.

State education agencies complain that teacher preparation programs are not meeting teacher training needs, but no mechanisms ensure ongoing dialog and input between the agencies and the institutions of higher education responsible for the programs. Community colleges are often unaware of the agency's standards and benchmarks and do not cover them in teacher preparation courses.

UNDERSTANDING SHORTAGES OF HIGHLY QUALIFIED TEACHERS

The Pacific region needs more highly qualified teachers, but current teacher preparation and training programs and certification and licensing processes are not meeting this need.

Three closely related factors may contribute to this situation and deserve further study: the limited supply of new teachers in teacher training programs, the limited availability of teacher training programs geared to meet Pacific Region needs, and the limited implementation of policies to prepare and certify high quality teachers.

The Pacific region needs more highly qualified teachers, but current teacher preparation and training programs and certification and licensing processes are not meeting this need

The supply of new teachers in teacher training programs in the Pacific Region is limited

Teacher preparation programs in the Pacific region are not meeting the needs of the state education agencies. The pipeline for highly qualified teachers—those with at least a bachelor's degree and certification—is extremely limited, with local colleges graduating too few teachers each year (see table 4 and Republic of Palau Ministry of Education, 2003; College of the Marshall Islands, 2005; Camblin & Heine, 2004; Federated States of Micronesia Department of Health, Education

Teachers graduating from regional two-year institutions, though often the best qualified candidates available locally, are far from meeting the definition of highly qualified teachers

and Social Affairs, 2000; College of Micronesia–Federated States of Micronesia, 2004). Teachers graduating from regional two-year institutions, though often the best qualified candidates available locally, are far from meeting the definition of highly qualified teachers.

Although teacher preparation problems are similar across the Pacific Region, they vary in magnitude, perhaps depending on the resources of the state education agencies. The Commonwealth of the Northern Mariana Islands and Guam, which receive more federal funds to support teacher preparation, provide more teacher development. The availability of highly qualified teachers is also a less pressing problem there because teacher salaries are more competitive and they have the resources to hire teachers from the U.S. mainland or other Pacific Region jurisdictions.

Recruiting teachers off-island is a time-consuming and expensive endeavor, particularly for the freely associated states. The Republic of the Marshall Islands recruits teachers from Fiji and the Philippines and uses U.S. and Japanese teacher volunteer programs to fill its needs. But these strategies do not begin to address future needs for a stable and highly qualified teaching force.

In the past year the public school system of the Commonwealth of the Northern Mariana Islands submitted a resolution to the legislature that would allow the system to hire off-island teachers, mostly from the Philippines, to meet staffing needs (Geri Willis, personal communication, February 5, 2007). The Commonwealth also works to keep effective teachers in its classrooms by contracting with retired teachers to teach again, allowing them to collect retirement pay and full contract salaries. Attractive salaries may also help the Commonwealth of the Northern Mariana Islands to routinely recruit teachers from Palau and elsewhere.

The struggle to meet the extreme shortage of qualified teachers has also forced school systems

to rely heavily on on-the-job training—common in the freely associated states but perhaps an insufficient substitute for a pre-service teacher education program with field training under a master teacher.

The availability of teacher training programs geared to meet Pacific Region needs is limited

Teacher preparation programs across the Pacific Region are modeled on continental U.S. programs, where students are generally close to the program sites. For the Pacific islands, particularly for the Republic of the Marshall Islands, Chuuk, and Yap, vast stretches of water and great distances separate students from the programs. To attend annual education programs, teachers have to leave their homes and travel to urban centers. The logistics of housing, transportation, and family support can discourage teachers from attending (Camblin & Heine, 2004), prolonging certification.

Traditional models of teacher preparation do not reflect students' situation in the Pacific Region—evident in the higher share of underqualified teachers in more remote locations. There, most teachers have only high school diplomas. Some lack even those (Republic of the Marshall Islands Ministry of Education, 2006). In outer-island schools in the Republic of the Marshall Islands, 70 percent of teachers have only high school education. Compare that with urban schools, where 39 percent have only high school diplomas.

Implementation of policies to prepare and certify high quality teachers is limited

The Republic of the Marshall Islands has policies for teacher certification. But they are not fully implemented (Republic of the Marshall Islands Ministry of Education, 2005). Palau has formulated standards-based teacher certification policies. Again, they have yet to be fully implemented (Palau Ministry of Education, 2006; Federated States of Micronesia Department of Health, Education and Social Affairs, 2000; Camblin & Heine, 2004). Underqualified teachers continue to be

hired despite policies setting minimum standards for teacher quality.

What can be done to develop new cohorts of certified and highly qualified teachers? Answering will take further study, especially given the complexities of the Pacific Region. Better data collection on teacher supply, teacher demand, and teacher qualifications will be vital.

One focus for research should be investigating what works for improving teacher licensing and certification—and what doesn't. Some candidates:

- Reallocating funds and resources of state education agencies to make teacher preparation programs more broadly available.
- Stressing the importance of teaching as a profession through marketing campaigns and teacher academies in high schools.

- Establishing online teacher preparation programs and ongoing professional development partnership programs.
- Analyzing the language and content knowledge of practicing teachers and those entering the workforce.
- Building collaborative working relationships between institutes of higher education and state education agencies to develop and administer teacher preparation programs.
- Implementing fully proven policies to prepare and license teachers.

If methodologically sound research studies can establish the effectiveness of such measures, the Pacific Region will be better able to meet the challenges of preparing and licensing high quality teachers.

TABLE 8

Types of teacher certification and licenses in Pacific Region entities

Type of certification or license	Term	Initial requirements
Commonwealth of the Northern Mariana Islands		
Provisional certificate	2 years	An associate's degree
Basic certificate	3 years	Bachelor's degree and completion of 6 courses (Multicultural education/teaching linguistically diverse students, teaching reading, instructional strategies/classroom management, computer technology, inclusive practices for special education, mentoring and induction program)
Standard certificate	5 years	Bachelor's degree plus completion of 6–9 courses in endorsement area (for example, elementary education, special education, early childhood education, secondary education, bilingual education, library science and counseling); pass Praxis I and II
Professional certificate	10 years	Master's or doctorate degree in education
Guam		
Initial educator license	3 years, nonrenewable	Degree from a state-approved teacher preparation program; pass Praxis I (for elementary and secondary teachers); proposal being reviewed to require Praxis II for all teachers; overall grade point average of 2.7; supervised student teaching; pass Guam history/culture course; satisfactory annual evaluation

(CONTINUED)

TABLE 8 (CONTINUED)

Types of teacher certification and licenses in Pacific Region entities

Type of certification or license	Term	Initial requirements
Guam (continued)		
Professional educator	5 years, renewable	Same as initial educator plus proficiency in two or more standards; complete mentor program and 90 hours of approved professional development plan, to be completed in 5 years; satisfactory annual evaluation
Master educator	10 years, renewable	Completion of professional educator requirements; mastery of all teacher standards; master's degree; demonstrate professional competence based on portfolio or video of evidence or National Board for Professional Teaching Standards certification; satisfactory teacher evaluation
American Samoa		
Beginning teacher		
Temporary certificate	1 year; renewable by decision of the review board	Less than an associate's degree
Provisional teacher certificate	5 years; extension based on a decision of the review board	Associate's degree; associate's degree plus 30 credits; bachelor's degree and master's degree in hard-to-fill areas; extension of certificate based on satisfactory rating for 3 years, principal recommendation, and approval of professional development plan
Professional teacher certificate I		
Professional teacher in elementary education/secondary education/special education/early childhood education/vocational education/hard-to-fill content areas	5 years; renewable for 5 years with 15 hours of coursework at 400 level or above	BEd in elementary education, secondary education, special education, early childhood education, vocational education, hard-to-fill content areas; pass Praxis I; pass American Samoa Department of Education Samoan language and culture curriculum; OR bachelor's degree in appropriate content area; pass Praxis; OR bachelor's degree plus 5 courses at 300/400 level in hard-to-fill areas
Professional teacher certificate II	5 years; renewable for 5 years with 15 hours of coursework at 400 level or above	Master's degree in education
Professional teacher certificate III	8 years; renewable for five years with completion of 15 hours of coursework at 400 level or above	Meet No Child Left Behind requirement for highly qualified teachers; bachelor's or master's degree; pass Praxis I and II or complete High Objective Uniform State System of Evaluation (HOUSSE) procedures
Professional teacher certificate IV	6 years; renewal for 6 with completion of 18 hours coursework at 400 level or above	EdD or PhD and a research paper published
Federated States of Micronesia		
Provisional	3 years	Nonrenewable
Basic	3 years	Pass National Standardized Teacher Test (NSTT); associate's degree; pass written test

Type of certification or license	Term	Initial requirements
Federated States of Micronesia (continued)		
Intermediate	4 years	Pass NSTT; pass written test; bachelor's degree plus 21 education credits
Advanced	5 years	Pass NSTT; pass written exam; master's or bachelor's degree
Master level	Permanent	Pass NSTT; pass written exam; master's degree plus 21 education credits; bachelor's degree plus 45 education credits
Traditional knowledge/skills	n/a	Knowledge and experience in traditions, technologies, culture, history of the Federated States of Micronesia
Republic of the Marshall Islands		
Emergency certificate	1 year; renewable for 1 year	High school diploma
Temporary certificate	5 years, not valid after 2011	High school diploma; allows practicing teachers to be grandfathered into the system without having to meet certification requirements
Provisional certificate	2 years (for teacher teaching out of field/special skills)	High school diploma plus 30 education credit hours or associate's degree plus 15 education credit hours
Professional certificate I	5 years; renewable for 1 year	Associate's degree plus 30 hours toward a baccalaureate degree; or associate's degree in field other than education with 16 education credits; or bachelor's degree in field other than education with less than 15 education credits, including practicum/internship
Professional certificate II	5 years; renewable for 5 years with 15 credit hours beyond developmental-level courses.	Associate's degree in education, or bachelor's degree in education with up to 16 education credit hours
Professional certificate III	8 years; renewable for 5 years	Bachelor's degree in education plus 30 hours of coursework with a grade point average of 2.5 or better; OR hold a second degree in addition to bachelor's degree; OR hold a master's degree with a GPA of 3.0 or better In all categories non-Marshallese teachers are required to take a Marshallese culture and language course
Palau		
Provisional certificate	3 years with option to extend for 2 years and 0–2 years teaching experience	Associate's degree or enrolled in associate's degree program
Regular certificate	5 years with option to extend for 2 years; 3 years teaching experience	Associate's degree or higher
Renewal certificate	5 years or more; 5 years teaching experience	Bachelor's degree or higher
Permanent certificate	Permanent	Bachelor's degree in education or higher

Source: Hawaii Department of Education (2003); Republic of the Marshall Islands Ministry of Education (2005); American Samoa Department of Education (2006); Republic of Palau Ministry of Education (2003); Federated States of Micronesia Department of Health, Education and Social Affairs (2003).

APPENDIX A METHODOLOGY

This study describes teacher preparation and licensing in the Pacific jurisdictions affiliated with the United States by reviewing documents on teacher preparation and licensing, supplemented by interviews with key informants.

Document analysis is applied to written or visual materials to describe prevailing practices (Ary, Jacobs, & Razavieh, 2002): in this report, teacher training and licensing practices in Pacific Region jurisdictions. Staff development coordinators and higher education providers were interviewed to assist in data triangulation. Where data were missing, weak, or contradictory, attempts were made to verify the data during face-to-face interviews and through phone conversation with state education agency staff in the jurisdiction.

Documentation was analyzed through inductive data analysis, which took place even as data was being collected. Researchers developed working hypotheses about what incoming data meant and sought to confirm or refute those hypotheses in subsequent document reviews and interviews.

One or two people were interviewed in each entity studied. The purpose of these unstructured interviews was to corroborate findings from the document review. The number of people interviewed was limited by time and resources.

In addition to questions to corroborate findings from the document analysis, primary questions that guided the interviews included:

- How is teacher training in your jurisdiction planned?
- Do you issue licenses or certificates to your teachers?
- Who is responsible for teacher certification or licensing?

- Do you have data describing the quality of teachers in your jurisdiction?
- How does the department or ministry of education provide input into the content of the teacher preparation program?
- Is there a quality assurance component to your teacher training program?

Logs of interviews with state education agency staff members were kept, as were notes from the document review. Data from the document review were analyzed, and themes from the analysis directed authors to gather additional data. These iterative steps in document analysis and interviews were used to describe prevailing policies and practices and draw conclusions.

Data sources

The first step in the process was assembling the relevant documents for each research question. Where documents were unavailable, state education agency staff were contacted to assist in locating documentation. Staff also provided background information on the reliability and accuracy of the documentation. Collecting data and verifying it by talking with local staff occurred throughout writing.

Documents reviewed included teacher certification and salary plans for American Samoa, the Federated States of Micronesia, the Republic of the Marshall Islands, and Palau. Few studies have examined teacher quality in the Pacific Region. One report that focused on the quality of teachers in the Commonwealth of the Northern Mariana Islands was recently published (Calindas, 2007a). The report uses primary data from the public school system. This report provides up-to-date information about the efforts of the Commonwealth of the Northern Mariana Islands to work toward highly qualified teachers. A study of teacher quality in the Republic of the Marshall Islands was also reviewed (Camblin & Heine, 2004). Detailed

studies of teacher preparation programs for the other jurisdictions simply do not exist.

Teacher preparation programs available through two- and four-year institutions of higher education were also reviewed, along with reports on program enrollees and graduates. Data from the national teacher database (<http://www.ncctq.org>) provided information on the age of teachers, length of employment, and education. These data were also available for Guam.

Data sources varied by jurisdiction but included the following (table A1):

1. Reports prepared by education system staff in the territories and the freely associated states on teacher quality and education and corresponding student assessment data.
2. Regional reports from institutions of higher education on teacher preparation program enrollment and data on teacher program graduates.
3. Studies on teacher preparation and licensing.

(See appendix B for more details.)

Contacts with three teacher/staff development coordinators, two data/information directors, two college/school of education directors, and one former and one current dean of education provided missing data. These contacts proved especially helpful for data on teacher tests and teacher recruitment, where current reports were unavailable

to the public. These data were available only through hard copy files that staff had to review.

Regional Education Laboratory Service Center staff members in each jurisdiction were contacted to follow-up with state education agency staff. When reports on teacher quality were not available, local state education agency staff helped gather the needed data.

Teacher/staff development coordinators in each jurisdiction were used as data sources because of their knowledge of the state education agency systems, especially teacher development and quality issues. In the Republic of the Marshall Islands and the Federated States of Micronesia, teacher data were housed in a separate database. This was not the case in Palau, where the data were integrated with other data (on student achievement, for example).

College staff were contacted about school graduates and staffing in the college departments of education. There was limited opportunity to verify data reliability and accuracy beyond what was provided by state education agency staff.

Data were limited on quality assurance processes for teacher preparation programs. How state education agencies were involved in quality assurance was unclear, as were the components of reviewing teacher preparation programs. No documents were found that described the process or policies behind teacher reviews, the frequency of reviews, or people in the process.

TABLE A1

Types of documentation and availability by entity

Type of document	Entities where available
Reports (descriptive summary data) prepared by education system staff on teacher quality and education level	All entities
Teacher certification policies, salaries, and regulations	Republic of the Marshall Islands, American Samoa, Federated States of Micronesia, Commonwealth of the Northern Mariana Islands, Palau
Reports from institutions of higher education on teacher preparation programs and graduates	All entities
Studies and reports (secondary data analyses) on teacher preparation and licensing	Republic of the Marshall Islands, Commonwealth of the Northern Mariana Islands

APPENDIX B DOCUMENTS REVIEWED

Entity	Document	Type
Commonwealth of the Northern Mariana Islands (CNMI)	1. CNMI Public School System. Annual report school year 2005/06.	1. Report
	2. CNMI PSS statistical profile, school year 2004/05.	2. Public school system data
	3. Years of teacher's experience factor in student achievement.	3. News report
	4. Non-Praxis passers handling subjects that are not their specialties.	4. News report
	5. NMC teacher preparation program.	5. Program description
	6. NMC annual report 2004.	6. Report
Guam	1. Academic information. Retrieved February 6, 2007, from http://www.uog.edu/cps/SOE .	1. Informational
	2. University of Guam 2005 annual report.	2. Report
	3. NCATE list of accredited institutions.	3. Web site—informational
	4. GPSS certification information.	4. Policy
	5. Profile of public schools, 2nd edition.	5. Report
American Samoa	1. ASCC school catalog. Retrieved January 22, 2007.	1. College catalog
	2. ASDOE certification program and reclassification for teachers.	2. Policy
	3. ASDOE certification program and reclassification for teachers.	3. Report
	4. ASCC annual report, 2005.	4. Report
	5. ASDOE annual report, 2004.	5. Report
	6. The state of education in American Samoa public schools report.	6. Report
Federated States of Micronesia (FSM)	1. Third year certificate program, COM-FSM.	1. Program description
	2. FSM strategic plan for improvement of education. FSM Department of Health Education and Social Affairs.	2. Plan
	3. Regulations for FSM teacher certification.	3. Policy
	4. Third FSM economic summit proceedings, March 28–April 2, 2004.	4. Report
	5. COM-FSM annual report, 2004.	5. Report
	6. Human resource development in Micronesia: A preliminary framework for reform in education and training.	6. Report

Entity	Document	Type
Republic of the Marshall Islands (RMI)	1. CMI Department of Education and Marshallese Studies. Retrieved February 9, 2007.	1. Program description
	2. CMI (2005). Progress report to AACJC.	2. Report
	3. CMI institutional profile	3. Description
	4. Entrance test briefing, CMI.	4. Power Point presentation
	5. The Marshall Islands revised code, 2004 edition: title 14: education, RMI.	5. Policy
	6. Integrated teacher certification, teacher salary, and teacher management system (Camblin & Heine, 2005).	6. Report
	7. Report on integrated teacher certification/teacher pay/teacher management Republic of the Marshall Islands (Camblin & Heine, 2004).	7. Report
	8. RMI teacher assignment, school year 2006/07 (MOE).	8. Working document
Palau	1. Republic of Palau (2001). Palau national code: Title 22 education.	1. Policy
	2. Republic of Palau Ministry of Education (2006). Education Master Plan 2006–2016, Republic of Palau.	2. Plan
	3. 2003 Statistical Yearbook. Republic of Palau Ministry of Education.	3. Statistical report
	4. The current status of special education in the Republic of Palau: A report prepared for the ROM Ministry of Education, Special Education.	4. Report
	5. Annual school survey 2004.	5. Survey report
	6. PCC annual report to board of regents, 2005/06.	6. Report
	7. Palau Community College special programs.	7. Program description
	8. Standards-based professional personnel and certification system: Implementation manual. Ministry of Education, 2006.	8. Manual

APPENDIX C

APPROVED STATE TEACHER PREPARATION PROGRAMS AND INSTITUTIONS IN THE PACIFIC REGION

Institution	Approval type	Teaching field/licensing
Commonwealth of the Northern Mariana Islands		
Northern Marianas College	—	Undergraduate (associate's) and baccalaureate degree levels <ul style="list-style-type: none"> Elementary education (K–8)
University of Guam	—	Undergraduate degree and master's levels <ul style="list-style-type: none"> Elementary education (K–8) Secondary education Master's degree in elementary education
Guam Community College	—	Undergraduate associate's degree level <ul style="list-style-type: none"> Early childhood education
Guam		
University of Guam		Undergraduate and master's levels <ul style="list-style-type: none"> Elementary education (K–5) Middle and secondary education (9–12), all content areas Special education Early childhood education Master's in education
American Samoa		
American Samoa Community College	—	Undergraduate (associate's) degree levels <ul style="list-style-type: none"> Elementary education (K–8)
University of Hawaii–Mānoa	—	Undergraduate (baccalaureate) degree levels <ul style="list-style-type: none"> Elementary education (K–8) Secondary education
Federated States of Micronesia		
College of Micronesia–Federated States of Micronesia	—	Associate's degree levels and third-year certificate <ul style="list-style-type: none"> Elementary education (K–8) Special education Third-year certificate in elementary education and special education
University of Guam	—	Undergraduate level, baccalaureate levels <ul style="list-style-type: none"> Elementary (K–8) Secondary (9–12)
San Diego State University	—	Master's level (distance learning program) <ul style="list-style-type: none"> Special education
Pohnpei State, Federated States of Micronesia		
Park University	—	Undergraduate level <ul style="list-style-type: none"> Bachelor's degree in international teacher education
Hawaii		
Brigham Young University School of Education	Full approval through December 2006	Undergraduate and post-baccalaureate levels <ul style="list-style-type: none"> Elementary (K–6) Secondary (7–12), art, business, English, teaching English as a second language, physical education, mathematics, biology, chemistry, physical science, history, music, social sciences Special education, mild/moderate (K–12); dual program for elementary Alternative program—for contracted experienced Department of Education emergency hires

Institution	Approval type	Teaching field/licensing
Hawaii (continued)		
Chaminade University of Honolulu, Education Department	Full approval through December 2007	Undergraduate, post-baccalaureate, and master's levels <ul style="list-style-type: none"> Elementary (K–6) includes summer intensive program option Early childhood education (PK–3) Secondary (7–12) English, science, social studies Alternative program in special education—mild/moderate (K–12) Master's of education in teaching: special education specialization mild/moderate (K–12)
Hawaii Department of Education, Office of Human Resources Personnel Development Branch Training and Certification Section	Full approval through December 2008	<ul style="list-style-type: none"> Recertification in Special Education (RISE) Alternative I for contracted Department of Education teachers RISE Alternative II for other special education teachers. Non-teacher trained cohorts to complete specially designed special education coursework in conjunction with Chaminade University.
City University (through Training/Cert Branch)	Provisional approval through December 2007	<ul style="list-style-type: none"> Bachelor's in special education (K–12) from City University in conjunction with Training and Certification Branch
Hawaii Pacific University	Provisional approval through 2008	Post-baccalaureate level <ul style="list-style-type: none"> Secondary (7–12): computer education, English as a second language; mathematics, science, and social studies Master's of education in secondary education
University of Hawaii–Hilo Education Department	Full approval through December 2005	Post-baccalaureate level <ul style="list-style-type: none"> Elementary (K–6) Secondary (7–12) agriculture, art, English, world languages (Hawaiian, Japanese, Spanish), mathematics, science, physical education, computer education, social studies Hawaiian language immersion (K–12)
University of Hawaii–Hilo Kahuawaiola Indigenous Teacher Education Program, College of Hawaiian Language	Full approval through December 2007	Post-baccalaureate level <ul style="list-style-type: none"> Hawaiian language immersion (K–12) Hawaiian language (7–12) with Kahuawaiola prerequisite Hawaiian studies (7–12) with Kahuawaiola prerequisite In addition, program completer may be awarded either of the following teaching fields: <ul style="list-style-type: none"> Elementary (K–6) Secondary (7–12)
University of Hawaii–Mānoa College of Education	Full approval through December 2007 NCATE-approved through December 2006	Undergraduate, post-baccalaureate and master's level <ul style="list-style-type: none"> Elementary (K–6) Early childhood (PK–3) Dual elementary/special education (K–6) Elementary music Secondary (7–12), all content areas K–12 areas Post-baccalaureate in secondary Post-baccalaureate in special education Dual post-baccalaureate secondary and special education (K–12) Master's of education special education mild, moderate, severe/profound (K–12) Master's of education in teaching for elementary or secondary levels
University of Phoenix, Hawaii	Full approval through June 2008	Master's level <ul style="list-style-type: none"> Master's of arts in education with specialization in special education (K–12) Master's of arts in education with specialization in elementary education (K–12)

(CONTINUED)

Institution	Approval type	Teaching field/licensing
Winona State University Department of Special Education	Full approval through December 2005	Master's level <ul style="list-style-type: none"> • Master's of science in education— concentration in learning disabilities
Republic of the Marshall Islands		
College of the Marshall Islands	—	Undergraduate associate's degree level <ul style="list-style-type: none"> • Elementary education (K–8)
Brigham Young University Hawaii	—	Undergraduate level (combination of distance learning and on-site) <ul style="list-style-type: none"> • Interdisciplinary program
Park University, Kansas	—	Undergraduate level (online program) <ul style="list-style-type: none"> • Bachelor's degree in international teacher education
University of the South Pacific	—	Undergraduate baccalaureate, diploma level and postgraduate <ul style="list-style-type: none"> • Early childhood education (PK–3) • Secondary education (diploma program) • Master's-level degree for teacher trainer
University of Maryland, Kwajalein Extension Program	—	Undergraduate level <ul style="list-style-type: none"> • Elementary education
Palau		
Palau Community College, Palau	—	Associate's degree level <ul style="list-style-type: none"> • Elementary education (K–8)
San Diego State University	—	Undergraduate and master's levels <ul style="list-style-type: none"> • Bachelor's degree in education • Master's degree in educational leadership

— indicates that information is not available.

APPENDIX D
ASSOCIATE OF SCIENCE DEGREE IN
ELEMENTARY EDUCATION AT THE
COLLEGE OF THE MARSHALL ISLANDS

College of the Marshall Islands
Department of Education and Marshallese Studies

Associate of Science Degree in Elementary Education

Program Requirements

1. General core requirements 28 credits

(Including SS 120, or SS 121 and PY 101 for social science electives and EN 110 or EN 111, Children's Literature, for humanities electives).

2. Liberal Arts Requirements

Second math course selected from MA 110, MA 102, or MA 150 second science with laboratory
 MR 120 Marshallese Orthography or MR 230 Marshallese Grammar
 MR 140 Marshall Islands Government or MR 130 Marshallese Culture
 SS 140 Contemporary Social Issues in Micronesia
 ED/PY 201 Human Growth and Development

3. Education Requirements

ED 210 Introduction to Teaching
 ED 211 Classroom Methods and Strategies
 ED 241 Classroom Management
 ED 281 ESL Methods: Speaking and Listening
 ED 282 ESL Methods: Reading and Writing
 ED 292 Educational Practicum and Seminar or ED 298 Teacher Internship and Seminar

Total required for graduation: 67 credits

Source: College of the Marshall Islands (2007).

APPENDIX E
**THIRD-YEAR CERTIFICATE IN TEACHER
PREPARATION AT THE COLLEGE OF MICRONESIA**
College of Micronesia–Federated States of Micronesia
Third-year certificate of achievement in teacher preparation—special education
(Proposed to begin fall 2006)

3rd-Year Requirements 36

EDPY300 Education Psychology (3)
 ED 330 Classroom Management (3)
 ED 301a Language Arts Methods (4)
 ED 301b Math/Science Methods (5)
 ED 314 Assessment Skills and Remediation (3)
 ED 315 Methods of Teaching Exceptional Children (3)
 ED 339 Curriculum Development for Elementary Teachers (3)
 ED 310 Remediation—LD/BD (3)
 ED 316 Family Involvement (3)
 Ed 392A Practicum (2)

Suggested Schedule

<i>First Semester</i>		<i>Second Semester</i>	
ED 300 Education Psychology	3	ED 310 Rem. LD/BD	3
ED 310b Reading Methods	4	ED 301a Lang. Arts Meth.	4
Ed 303 Math/Sci. Methods	5	ED 314 Assessment	3
Ed 330 Classroom Management	3	ED 315 Methods	3
Total	15	ED 392A Practicum	2
		Total	15

<i>Summer Session</i>	
ED 316 Family Involvement	3
ED 339 Curriculum Development	3
Total	6

Source: College of Micronesia–Federated States of Micronesia, 2005.

NOTES

1. Teach for America recruits do not have education-related majors in college and do not receive the same training as traditional teachers.
2. At the College of the Marshall Islands for school years 2002–05, for example, fewer than 10 percent of incoming freshmen tested as eligible for college-level courses (College of the Marshall Islands, 2006b).
3. As used here, licensing is “the legal process permitting a person to practice a trade or profession once he or she has met certification standards” (Cronin, 1983, p. 175).
4. The exception is Hawaii, where the licensing system is similar to those in most continental U.S. states.

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