I Mina'trentai Sais Na Liheslaturan Guåhan
BILL STATUS

BILL NO.	SPONSOR	TITLE	DATE INTRODUCED	DATE REFERRED	CMTE REFERRED	PUBLIC HEARING DATE	DATE COMMITTEE REPORT FILED	FISCAL NOTES	NOTES
161-36 (LS)	Committee on Air Transportation, Parks, Tourism, Higher Education, and the Advancement of Women, Youth and Senior Citizens by request of I Kongressun Manhoben Guåhan, the Guam Youth Congress, in accordance with 2 GCA § 7102.	AN ACT TO *ADD* NEW §§ 12122 AND 12123 TO CHAPTER 12, TITLE 17, GUAM CODE ANNOTATED, RELATIVE TO REQUIRING THAT ALL TEACHERS EMPLOYED AT GUAM CHARTER SCHOOLS BE CERTIFIED BY THE GUAM COMMISSION ON EDUCATOR CERTIFICATION, AND TO ESTABLISHING EXEMPTIONS FOR THE SAME.	7/1/21 8:35 a.m.						

I MINA'TRENTAI SAIS NA LIHESLATURAN GUÅHAN
2021 (FIRST) Regular Session

Bill No. 161-36 (LS)

Introduced by: Committee on Air Transportation, Parks, Tourism, Higher Education, and the Advancement of Women, Youth and Senior Citizens
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BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. Legislative Findings and Intent. *I Liheslaturan Guåhan* finds that Charter Schools on Guam are not required to hire teachers that are certified by the Guam Commission for Educator Certification. Teachers are proven to make difference in the lives of students and make an impact on student achievement. The National Commission on Teaching and America's Future (NCTAF, 1996) and other national groups, such as the Education Trust (1998), earlier reached similar conclusions based on research that tracked the academic achievement of individual students over long time periods have shown that well-qualified teachers and high-

quality teaching can close the achievement gap between economically disadvantaged students and their more affluent peers.

I Liheslatura further finds that in a large survey, David Haselkorn and Louis Harris (1998) reported that "roughly nine out of ten Americans believe the best way to lift student achievement is to ensure a qualified teacher in every classroom." This survey revealed, in addition, a strong belief by the public that prospective teachers need special training and skills, not simply a good general education. Conclusion that well-prepared teachers and high-quality teaching matter. It also is important to document and understand what specific characteristics of teachers, and the school settings in which they work, contribute to successful student outcomes.

I Liheslatura further finds that in a 1991 study, Ronald F. Ferguson examined student scores on standardized tests in reading and mathematics, teacher qualifications, and class size in 900 out of 1,000 school districts in Texas. The teacher qualifications examined in each district included teacher performance on the Texas state teacher examinations, years of teaching experience, and teachers' acquisition of advanced (master's) degrees. Ferguson (1991) found that the following teacher qualifications, listed in order from most to least important, had statistically significant effects on student scores: teacher language scores on the state examination, class size, years of teaching experience, and the earning of an advanced degree. According to a review of the study conducted by the National Center for Education Statistics (cited in Sparks and Hirsh, 2000), teacher expertise, as Ferguson had defined it, explained 40 percent of the variance in the students' achievement in reading and mathematics.

I Liheslatura further finds that in a meta-analysis of previous work, Cynthia Ann Druva and Ronald D. Anderson (1983) uncovered a number of important and statistically significant positive correlations that shed light on the variable of teacher

quality in science instruction. Teaching background, teacher behavior in the classroom, and student outcomes were examined. Findings included that teachers with greater content knowledge in a given subject and those with more teaching experience were more likely to ask higher level, cognitively based questions. Teachers with more content knowledge also had a greater orientation toward seeking information from students through questioning and discussion in their teaching compared to teachers with less content knowledge. This was particularly significant in the case of biology teachers. Students' ability to understand the essentials of the scientific method was positively correlated with the number of science courses (both in biology and in other science disciplines) that their teachers had taken. The degree to which students reported that they "liked science" correlated positively with the number of science courses taken by the teachers.

I Liheslatura further finds that in 1989, G.W. McDiarmid *et al.* concluded, on the basis of research extant at the time, that teachers' subject matter understanding and their pedagogical orientations and decisions critically influence the quality of their teaching. "Teachers' capacity to pose questions, select tasks, evaluate their pupil's understanding, and to make curricular decisions all depend on how they themselves understand the subject matter." And in 1995, Chaney demonstrated a relationship between middle-school science and mathematics teachers' professional preparation and student performance. These consistently positive correlations appear to support the importance of high levels of preparation for teachers in both content and pedagogy. This preparation and subsequent teaching experience also appear to enhance student achievement.

I Liheslatura further finds that P. Hawk *et al.* (1985) conducted a specific study of the relationship between teachers' certification in mathematics and their teaching effectiveness. Two groups, each of 18 teachers who had taught at least one

course in mathematics in grades 6-12, participated in the seven-month study. One group consisted of teachers who held either subject area certification or endorsement in mathematics ("in-field teachers"), and the other group consisted of teachers who lacked these credentials ("out-of-field teachers"). Both groups of teachers taught the same mathematics course in the same school to students of the same general ability. Pretest scores of students across the different groups did not differ significantly from each other. Researchers proceeded to examine comparative teacher effectiveness by looking at student achievement, teacher professional skills, and teacher knowledge of the subject field.

I Liheslatura further finds that students taught by in-field teachers scored significantly higher on general mathematics ($p < .001$) and algebra ($p < .01$) tests than did students taught by out-of-field teachers. In-field teachers scored significantly higher ($p < .001$) on the test of teachers' subject matter knowledge than did out-of-field teachers. In-field teachers also scored significantly higher ($p < .001$) on the Carolina Teacher Performance Assessment System than did their out-of-field counterparts. No significant differences were observed between the two groups based on years of teaching experience, years of experience teaching mathematics, or level of degree earned. Overall, in-field mathematics teachers knew more mathematics and showed evidence of using more effective teaching practices than did their out-of-field counterparts. Hawk et al. (1985) concluded that certification requirements are an effective mechanism to assure higher student achievement in mathematics.

I Liheslatura further finds that Guam being a "Melting Pot" of cultural diversity, is essential to have teachers be certified. With Academy Charter Schools being funded by the Government of Guam despite of it being independent, it is the duty of the government of Guam to provide a "high quality" of Education to the

students, and the future generations of our island people. With the cultural diversity in Guam, Teachers should be quailed, or be trained to teach a classroom with multiple diversity, and to adjust for the students that are culturally shocked due to relocation to Guam; and for the students that has a language barrier or English not being their first language. The Guam Department of Education (GDOE), only hire teachers that are certified by the Guam Commission for Educator Certification (GCEC).

Therefore, it is the intent of *I Liheslaturan Guåhan* to add a new § 12122 of Chapter 12, Title 17, Guam Code Annotated that would make the Academy Charter Schools on Guam to accept teachers that are certified by the Guam Commission for Educator Certification (GCEC); and to allow them to hire a Non-Certified Educator, but must be certified by the GCEC in a span of five (5) years or be terminated; and to provide a training ground for aspiring future educators of our island.

Section 2. A new § 12122 is hereby *added* to Chapter 12, Title 17, Guam Code Annotated, to read:

"**§ 12122. Teacher Employment in Charter Schools.**

All approved Academy Charter Schools that are funded by the government of Guam must hire teachers that are certified by the Guam Commission for Educator Certification (GCEC) as stated in Chapter 8, Title 5A, Guam Administrative Rules and Regulations."

Section 3. A new § 12123 is hereby *added* to Chapter 12, Title 17, Guam Code Annotated, to read:

"**§ 12123. Exemptions and Provisions.**

(a) An Academy Charter School may hire a teacher not certified by the Guam Commission for Educator Certification, with the approval by the

Guam Academy Charter Schools Council, due to any of the following circumstances:

(1) an Applicant pursuing a degree in Education, and

(2) a shortage of Teachers for an academic year.

(b) Academy Charter School must have a signed contract with the hired Non-Certified Educator containing the following provisions:

(1) employment is provisionary;

(2) the Non-Certified Educator must take necessary action at their own expense to get a Teaching Certification and be certified Guam Commission for Educator Certification in a span of three (3) years; and

(3) failure to meet the following clauses would cause to termination of Employment.

(c) An Academy Charter School must not hire any Non-Certified Educator, who was terminated due to failure to meet the provisions of § 12123(b)(2).

(d) A hired Non-Certified Educator who are pursuing an Education Degree must provide the following to the Academy Charter School:

(1) Submit a Letter of Verification that the Non-Certified educator is enrolled and pursuing a degree in Education in every start of an academic year;

(2) Submit an official transcript from their academic institution at the end of every college semester; and

(3) Failure to submit a letter of verification every year or failure to submit an official transcript every semester may result for termination of employment."

Section 4. Effective Date. This Act *shall* become effective upon enactment.