

The University of Guam Special Education Program: Preparing Special Education Teachers in a Very Diverse Culture

Richard W. Fee

*Lincoln University
Philadelphia, Pennsylvania*

Julie M. Fee

*University of Guam
Mangilao, Guam*

Peggy A. Snowden

Nicole M. Stuart

Dana Baumgartner

University of Illinois at Chicago

Only 12 students graduated from the M.Ed. – Special Education program at the University of Guam during its first 20 years. In the spring of 2007, with technical assistance from The Monarch Center, the University of Guam School of Education in partnership with the Guam Department of Education and the Guam Commission on Educator Certification began a major program improvement effort. Designed to provide strong support to a diverse student population, the new program uses an accelerated cohort model composed of practicing and experienced teachers. Since the program redesign, 130 students have graduated. Current outcomes suggest that the benefits of this personnel preparation program extend beyond students with disabilities on Guam to include the larger Guam community.

Keywords: Special Education Teacher Preparation, Global Education, Asia/Pacific Education, Minority Education

Historical Background

Guam is unique. It is a small tropical island roughly 30 miles long and four to eight miles wide located 13 degrees above the equator. Approximately 6100 miles from the west coast, it is the most distant United States territory. Affiliated with the United States since 1898, Guam is a formal territory like Puerto Rico and the Virgin Islands (Central Intelligence Agency (CIA), 2012). The indigenous people known as Chamorros obtained U.S. citizenship under the Organic Act of 1950 (Guam Online, n. d.). Due to its strategic military location, it was not until the late 1960's that the military opened the island to non-military visitors and granted the people the right to elect their own non-federally appointed governor. The Spanish rule brought trade and Catholicism to the island and over 85% of the current population is Catholic (CIA, 2012).

According to the recent 2010 U.S. Census, 37.1% of the 159,358 residents identified themselves as Chamorro (U.S. Census 2012). Today, although many local people call themselves Chamorros, they are really a mix of Chamorro, Spanish, Filipino, Mexican and Micronesian backgrounds (Guam Online, n. d.). In this matriarchal society, mothers tend to list their children as Chamorro when they register them for school. However, due to peer pressure, many adolescents later identify themselves with other ethnic groups as they enter high school. Students are likely to become Filipino because their friends are Filipino or more importantly, their father or grandparents came from the Philippines. Most local people have some Filipino background, with 26.3% identifying themselves as pure Filipino (CIA, 2012).

The official languages of Guam are Chamorro and English (Guampedia, n. d.). Chamorro is a dying language as it was previously forbidden in the schools by the United States military (Clampitt-Dunlap, 1995). It was considered the home language rather than a language to be taught in schools. Many local people saw the acquisition of strong English skills as a way to obtain better jobs and opportunities on the U.S. mainland. During the 1990's, with a resurgence of interest in language and culture, the public elementary and middle schools introduced one period a day of Chamorro instruction. The "American" influence is quite strong on Guam due to the media and ease of travel, so it is very rare to hear Chamorro spoken except by the *manamokko* (elderly) or politicians during the election season. By late 1990's Guam began to develop a tourist industry for the Asia-Pacific region, which now attracts over 1.5 million visitors each year (CIA, 2012). While students may never acquire proficiency in Chamorro, they will probably absorb sufficient Japanese language skills to work in the continually growing tourist industry.

Educational System

Guam follows the U. S. educational system with an administrative structure very similar to Hawaii. The territory (state) has only one school district with approximately 31,095 students in 41 schools. (Guam Department of Education, 2011). The superintendent serves as both the territorial (state) and district leader of the Guam Department of Education (GDOE). The Guam Education Policy Board, made up of elected and governor-appointed members, also serves in a dual advisory role.

Despite a thriving tourist industry and military presence, Guam schools receive little funding, less than \$6,000 per student each year (Guam Department of Education, 2011). Except for five new schools built in recent years, most schools are in very poor shape (Temkar, 2012). Tropical weather combined with little or no maintenance has caused the Attorney General's office to make regular health inspections. As a result, many schools are closed for weeks at a time due to poor conditions.

According to the last *Annual State of the Public Education Report SY 2010-2011* (Guam Department of Education, ASPER 2011), 97% of public school children on Guam qualify for free or reduced lunches. The federal government designates all 41 public schools as low-income (Bureau of Statistics and Plans, 2011). In addition, there are 19 parochial schools on Guam, and local residents who serve in the military can place their children in the Department of Defense Education Activity (DODEA) military school system.

Multicultural Society

On the United States mainland, many issues concerning multicultural education revolve around the education of African-American and Hispanic students. Once again, Guam enjoys a unique status as one of the most multicultural societies in the America. *ASPER 2010-2011* listed the ethnic backgrounds of students in the GDOE system. Table 1 indicates the distribution of Guam public school students by ethnicity.

Table 1
SY 10-11 Distribution of Students by Ethnicity

Ethnicity	Number	Percent
Chamorro	15,116	49%
Filipino	6,891	23%
Pacific Islander	7,038	23%
Asian	488	2%
CNMI	413	1%
White Non-Hispanic	229	1%
Other	194	1%
Unaccounted	233	1%
Total	31,095	100%

Although it appears that there are eight ethnic groups, a footnote in the report describes the actual breakdown:

...at least 21 ethnic groups are represented. The Commonwealth of the Northern Mariana Islands (CNMI) includes students from Rota, Saipan and Tinian. Asians are comprised of Japanese, Chinese, Korean, Indonesian and Vietnamese ethnic groups. Pacific Islanders includes Hawaiians, Samoan, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan, and Fijian. Other is comprised of African-American, Hispanic, American Indian-Native, Alaskan, Unknown and Unclassified. Unaccounted represents students who did not officially report their ethnicity information (*ASPER 2010-2011*, p 23).

In addition, three distinct Filipino regional groups are not included in this list. Not surprisingly, the GDOE reported that 14,449 or 46% of the total population are English Language Learners (ELL). Within the ELL population, 18 different languages are spoken (*ASPER 2010-2011*).

Therefore, the average classroom teacher would expect to work in a deteriorating school, instructing students from diverse cultural and linguistic backgrounds, and working with students (97%) who are living below or near the poverty level. GDOE follows an inclusionary model, so the ELL and special education students are in the general classroom for the majority of the school day. In many ways, the only difference between poor urban schools on the mainland and Guam schools is the tropical weather.

University of Guam

The University of Guam (UOG) recently celebrated its 60th Anniversary as the first and only American Land-grant University in the Asia/Pacific region (University of Guam, n.d.). The mission of the university has expanded to serve not only Guam, but also the islands of Micronesia, a geographical area the size of the continental United States. The university now maintains B.A. level teacher training centers in Yap, Pohnpei, Kosrae and Chuuk.

In the fall of 2011, there were 3,839 students enrolled in the University. UOG enrollment is similar to that of the GDOE with the exception that Chamorros make up 39.8% of the overall student population while Filipinos are close behind with 35.9%. Since only 4.5% of students fall under the “White” category, the university is considered a minority serving institution by the U.S. Department of Education (UOG Factbook, 2010-2011).

The School of Education (SOE) offers BA and Masters degrees in a variety of areas including early childhood, elementary, secondary, TESOL, and special education. Along with programs to train ESL and Chamorro teachers, the SOE also prepares school and mental health counselors as part of the Master of Arts in Counseling Program.

UOG Special Education Program

Like many universities, UOG is facing major changes in the way they prepare special education teachers. The BA level program prepares teachers to be certified by the Guam Commission on Educator Certification in generalist special education K-12. Graduates, however, are expected to teach all special needs children from Birth to 21.

With the changes in the *No Child Left Behind Act* (NCLB) regarding the preparation of “Highly Qualified Teachers” (HQT), UOG is in the process of removing the undergraduate preparation program in favor of a graduate level preparation program. It does not seem possible for students to complete a major and all the certification requirements within the traditional four-year period. The idea of developing a fifth year Masters program has not received much interest from students or faculty. Therefore, the undergraduate program is expected to close in the next two years.

At the present time, the Master of Education – Special Education program has the largest enrollment and the most graduates than any other graduate program on campus. This was not always the case. This Masters was initiated in the 1980’s as a research degree that did not include teacher certification. Only 12 students graduated with this research degree prior to 2006.

There is a great need on Guam for certified special education teachers (Guam Department of Education (n. d.)), as there are about 400 special education positions in GDOE that require formal special education certification. Prior to 2007, approximately 100 teachers met the requirements of special education certification, and the turnover rate was high. Also, as of 2006, only one of the approximately 30 administrators held either a Masters degree or special education certification; that person was the Associate Superintendent of Special Education.

In the spring of 2007, the Executive Director of the UOG School of Education directed the Program Chair of the Special Education program to partner with GDOE to resolve this problem. The critical needs areas for teachers were special education and ESL. The university had recently created an experimental one-year fast track or accelerated program for career changers who wanted to teach in secondary schools. This program used a common approach found in other universities. Students received temporary teaching certificates, obtained a teaching position (all vacancies), and took undergraduate classes as a group or cohort over a 12-18 month period. At the end of the program, they earned a teaching certificate. While UOG worked on changing this to a traditional MAT program, these early students could not obtain a Masters degree due to the pace of the higher education administrative structure. While this was not a perfect situation for graduates, GDOE did obtain more certified special education teachers.

When it came time to partner with GDOE in training more special education teachers, the assembled planning committee discussed the following issues:

1. *Need for an accelerated program* – GDOE needed more trained educators because the federal government was putting great pressure on GDOE to have qualified teachers and administrators. There was also a high demand by currently employed educators who lacked certification and a Master’s degree.
2. *Attention to high attrition rates* - New BA level special education teachers quickly became overwhelmed with the normal demands of special education and either left the profession, or the island with the hope that mainland schools could provide better support.
3. *Responsiveness to diversity* – The majority of new graduates had little experience with teaching children with disabilities from diverse backgrounds.
4. *Need for Master’s program redesign*– The program at the time was a research degree with none of the current course offerings applicable to certification.

After several months of discussion with the leaders in the GDOE Special Education Division, a plan of action was developed that would meet the challenges presented above in a short time frame.

Need for an accelerated program. While other university programs were experimenting with self-paced online courses and fast-track programs, the conditions were right for the development of an Accelerated Master of Education – Special Education program. During the spring of 2007, the School of Education, the GDOE Special Education Division and the territory’s Guam Commission on Educator Certification (GCEC) worked closely to modify the new Masters in special education. The goals were to fit the schedule of full-time educators, meet the unique multicultural needs of the schools, assist the graduates in completing the certification requirements of the “HQT” status under the *NCLB Act*, and build in an evaluation system to measure success.

As this was a trial project, the planning group modified the new program in such a way as to avoid the normally slow university approval process. The old program required 36 credits that consisted of nine credits in core research courses, 15 credits in the specialized area, six credits of electives, and six credits for the thesis or special project. The goal was to modify the program so that graduates would also be able to complete the teacher certification requirements of the Guam Commission on Educator Certification (GCEC) while completing the Master of Education – Special Education. At that time, GCEC required 24 credits in special education with very specific course requirements including an internship experience. They could accept the undergraduate student teaching experience as long as the Masters had a strong internship component. Table 2 reflects the program requirements prior to and after revision.

TABLE 2
Accelerated Program Revision

Original		Credits	Revised		Credits
M.Ed. Special Education			M.Ed. Special Education		
Core Courses (9 Credits)			Core Courses (9 Credits)		
ED 601	Introduction to Research	3	ED 601	Introduction to Research	3
ED 602/3	Quantitative/Qualitative Methods	3	ED 602/3	Quantitative/Qualitative Methods	3
ED 600	Diversity	3	ED 654	Multicultural Special Education	3
Specialization (15 Credits)			Specialization (15 Credits)*		
ED 446/G	Inclusion of Special Needs Students in the Regular Classroom	3	ED 446/G	Inclusion of Special Needs Students in the Regular Classroom	3
ED 457/G	Behavior Management in Special Education	3	ED 457/G	Behavior Management in Special Education	3
ED 443/G	Audio-Visual in Special Education	3	ED 694	Special Topics - Principles and Practices in Special Education	3
	None of the other courses met certification requirements.		ED 694	Special Topics - Teaching Techniques for Students with Learning Disabilities	3
			ED 694	Special Topics - Teaching Techniques for Students with Moderate to Severe Disabilities	3
Electives (6 Credits)			Electives (6 Credits)		
			ED 694	Special Topics - Special Education Law	3
			ED 698	Internship	3

Table 2 (continued)

Original M.Ed. Special Education				Credits	Revised M.Ed. Special Education				Credits
Thesis/Special Projects (6 Credits)					Thesis/Special Projects (6 Credits)				
ED 690/695	Thesis	or	Special	3	ED 690/695	Thesis	or	Special	3
	Projects					Projects			
ED 691	Overview Seminar			3	ED 691	Overview Seminar			3

*All 5 courses were mandatory under the GCEC certification requirements)

By using the existing graduate level course, ED694: Special Topics, the committee was able to create a program that would meet the certification requirements absent the lengthy university approval process. It was not necessary to have approval by the university or the accrediting bodies because the total number of 36 credits did not change.

A one-year modified program was initiated that followed a weekend and summer school model. Students began the program by completing four classes in an eight-week summer school session. They then completed four courses in the fall and spring semesters on a weekend schedule. This schedule permitted them to complete the required 12-course sequence for the Masters and the teacher certification in one intensive year.

The committee decided that in order for adult learners to participate in this very intense and demanding program, they needed to have the support of other adults who also had full-time teaching jobs, family, and community obligations. It was noted that the cohort model, which was common practice in mainland universities but unfamiliar to Guam, would provide the structure to overcome some of the normal anxiety experienced by adult learners returning to school (see Burnett, 1999; Horn, 2001). Given the chronic shortage of special educators, a new cohort of no more than 15 students was enrolled each semester. Given the attrition rate, the goal was to graduate at least 30 fully certified Master level special educators each year.

While avoiding full university approval, the program was reviewed at the college and department level. The revision occurred during the 2006-2007 initial visit of the National Council for Accreditation of Teacher Education (NCATE) committee. The GDOE had just been put on the U.S. DOE watch list for grant management issues (<http://www.youtube.com/watch?v=qvLcsIBn3Fo>) and had a vested interest in showing improvement by employing more certified educators and administrators, given the mounting pressures of the *NCLB Act*.

The spring of 2007 became the “perfect storm” for making significant change in the preparation of special educators – pressure from NCATE on the SOE, pressure from the U.S. DOE on the Guam DOE to manage federal grants in a more professional manner, and additional U.S. DOE pressure to hire more certified and highly qualified special educators. Stakeholders were very interested in seeing the modified program succeed.

Attention to high attrition rates. The GDOE, like many school districts, had a poor track record in recruiting and retaining special education teachers. This could be attributed to the complex demands of the field and low salaries. Guam also has the persistent problem that recent graduates often use their degrees to pursue employment options on the mainland.

Therefore, recruitment efforts focused on two types of students for the new program. The first group consisted of older teachers with deeper family roots in the community, who also were more familiar with the diverse student population they were serving and the generally low level of supports that the school district offered. It was assumed that older seasoned teachers would most likely remain on Guam after completing the program because of their deep commitment to teaching and to the community they served.

The second group included the administrators and supervisors in the Special Education Division. Again, only the Associate Superintendent of Special Education had a Master's degree and special education certification. Program participants were required to currently hold a BA, be a certified teacher in any field, have passing scores on the Praxis I, and possess at least five years of teaching experience, preferably in special education.

Response to Diversity. Guam's school population is highly transient and diverse in nature, which poses some unique challenges to educators. Students represent 21 different ethnic groups and 17 languages (Brown, Hammond, & Onikama, 1997; Leung, Keir, & Terada, 2006). It is well known that the parents of children in the public schools will eventually move to Hawaii or the mainland. According to 2010 U.S. Census data, the Chamorro population is more geographically dispersed than any other population in the Native Hawaiian or Other Pacific Islander category (U.S. Census, 2012). Business and military personnel typically reside on Guam for two to three year periods. The middle class seeks private school education while the military maintains its own education system.

Another factor affecting the public schools is the enrollment of Micronesian island students, many of whom have not attended school on their home islands where compulsory education laws are not strictly enforced and school attendance is not given much attention (Heine, 2002). This poses a variety of challenges regarding parents' understanding of regular school attendance and children's socialization into expected school norms. These variables, coupled with high mobility rates, further exacerbate the provision of early identification services. As the M.Ed.- Special Education program was being revised, all of these multicultural factors were taken into consideration.

Once again, the AY 2006-2007 was an ideal time for change in addressing these issues. The Monarch Center, the National Outreach and Technical Assistance Center, invited professors from various minority serving institutions to attend a Program Improvement seminar that was designed to assist faculty in making appropriate changes to their teacher preparation programs that would create better educational outcomes for students with disabilities from diverse backgrounds. The seminar motivated the UOG professors to make significant changes in the courses and overall program by initiating the creation of a plan of action and providing ongoing follow-along support and technical assistance. With Monarch's guidance, every special education graduate course was examined, and modifications were made to include more

evidence-based and culturally responsive practices. The faculty agreed that students had to demonstrate direct experience with a wide range of diverse students. For example, to correspond with NCATE Standard 4-Diversity, an online rubric was created on which instructors gauged the graduate students' abilities to respond to multicultural needs. Both NCATE and Council for Exceptional Children (CEC) require that students complete online E-Portfolios at entry, mid-point and exit stages (MacEntee & Garii, 2010). Disposition rubrics were included in each portfolio, which were evaluated by three professors and a current school supervisor.

As we began to infuse culturally responsive practices into our coursework, it was noted that the contributions of the M.Ed. students, who themselves were diverse, promoted a deeper understanding of the life experiences of Guam's public school population. These discussions and interactions are important in assisting teacher candidates in examining their attitudes and beliefs and confronting their own biases and values, which is an important step in becoming more culturally competent (Irvine, 2003; Villegas & Lucas, 2002). More importantly, the newly revised course content and the required practicum experiences combined with weekly class discussions provided additional opportunities for the application of new knowledge and skills in the classroom.

Need for Master's Program Redesign. Over the last five years (2007-2012), the program evolved into a highly individualized program that graduated 130 students in 14 cohorts. The impact of this new program goes beyond the classroom. As the first cohort consisted of mostly administrators in the Special Education Division, they embarked on a project to create a new Division website, and subsequent cohorts created manuals and other resources on a variety of topics. After being reviewed by GDOE staff and attorneys, these items were posted on the GDOE Special Education Division website. The topics, which included Transition, 504 Plan, Private School Placement (ISP), and IEP Guidelines for Teachers and Administrators, were based on similar resources found in districts and states on the mainland, and then adapted to fit Guam's multicultural context.

As the interest in the certification program grew and the SOE noted the success of the initial cohorts, they moved to formally revise the Master's program with the introduction of non-special topic courses and a certification track. Hence, during the summer and fall semesters of 2008, the SOE developed new courses based on the special topic courses from the accelerated program and created a formal certification track. The certification track retained the opportunity for students to conduct research but placed an emphasis on action research. This was particularly beneficial to a subset of the graduate students, native Chamorro speakers, for whom writing a thesis in English posed significant challenges. The first graduates were the leaders in the GDOE, so word quickly spread that this was an intensive but extremely valuable program. These graduates were instrumental in the redesign of the new certification track.

The new dual track program, while giving up the formal thesis/special project requirement, permitted the SOE to create specialized courses (e.g., ED658: Special Topics – Education of Children with Autism). Further, it was decided that the revised program would include the traditional weekend classes, but all students would begin with an eight-week Special Education Summer Institute designed to immerse the students in the coursework and create very strong personal bonds within the cohort. It was not uncommon for the cohorts to socialize together

outside of this context. Furthermore, some of the students who dropped out due to family commitments or financial problems later returned to complete the program.

The first cohort included some of the most dynamic special educators in the GDOE Special Education Division. These seven students consisted of administrators for elementary and secondary special education, an assistive technology specialist, an adaptive PE specialist, a private school placement specialist, a legal compliance officer, and a transition specialist. Although they all had many years of experience in the field, prior to program completion none of the students had a Masters or special education certification.

Students in subsequent cohorts were recruited from general and special education classrooms. As mentioned previously, the cohorts were richly diverse. Table 3 reflects the ethnic background of the students. An unexpected outcome of this program was the synergy created between the revised course content and practicum and the multicultural backgrounds and experiences of the program participants. As a whole, the graduates have become a powerful professional force for the education of diverse students with disabilities.

Table 3
Ethnicity of Graduates

Academic Year	Total Graduates	Chamorro	Filipino	Pacific Islander	Japanese	Korean	White	Other
2007-2008	7	6	1					
2008-2009	26	16	5	4			1	
2009-2010	40	29	5			1	3	1 Hispanic 1 Iranian
2010-2011	28	20	5		1		1	1 Hispanic
2011-2012	29	16	5	3	1		4	
Total	130	87	21	7	2	1	9	3

Funds. The internal funding for the new program came from existing funds, as no extra funds or grants were allocated from UOG. All courses had to maintain specific enrollment to remain open. Fortunately, this requirement was met.

Student financial aid came from a number of sources. The university has a special fund, the Yamashita Educator Corps, for training teachers in high needs areas like special education. This funding paid student tuition with the provision that teachers would work in GDOE for one year. Many teachers took out federal student loans with the understanding that loan forgiveness would be provided if a teaching position in a low-income school were obtained. The total tuition cost of less than \$11,000 for the Masters was modest by mainland standards. Additionally, the SOE received special ARRA funding, which covered tuition on a one-year payback basis.

Measuring Success. As this was a new program in the SOE, it came under a great deal of scrutiny, especially by long time faculty who questioned the effectiveness of the program structure to foster student success. Therefore, it was important to use as many external tools as possible to evaluate program success.

In 2007, the only requirement for admission to the SOE graduate program was a low passing score of 900 on the Graduate Record Examination (GRE) plus a teaching certificate, which showed that Praxis I test had been passed. To parallel the undergraduate program requirements, the Praxis II content test was made part of the graduate program comprehensive examination. The comprehensive examination consisted of an NCATE E-Portfolio evaluated by three professors and a passing score on the Praxis II content test. As the evaluation system evolved it became apparent that the GRE was a poor predictor of overall success in the program; therefore, it was eliminated as a requirement.

Realizing that the Praxis II measured test-taking ability as much as actual knowledge, UOG created a Praxis II Preparation program. This 12-hour study program, which consisted of practice exams, study games, door prizes and a buffet, became a major study and social activity for the students. Students who attended the Prep Day generally scored 10-15 points higher than those who did not. By using the NCATE E-Portfolio system along with the Praxis I & II tests, program faculty were able to demonstrate that students have done extremely well in the newly revised program.

Success is more than a test. The Praxis II content scores and an online exit portfolio were the primary methods used to demonstrate that the initial goal—to offer a program that prepared certified Masters level special education teachers and administrators—was met. The two major assessment tools clearly showed that UOG M.Ed. students performed as well as graduate students on the mainland. This is an important point, as students who attend a rural university or schools in isolated areas often wonder if they are receiving a quality education. A great sense of pride is conveyed when students state, “I was in the “first cohort” or “...seventh cohort”. Guam has approximately 400 professionals who teach about 2,100 students with disabilities, and the UOG M.Ed. graduates stand out among these teachers.

In May 2010, the first 73 graduates of the revised program received an on-line survey. The return rate was high with 56 (77%) students responding. Results indicated that students were overwhelmingly satisfied with the program. A summary of the survey included the following findings: (a) all 41 public schools and 3 military schools now have Masters level graduates in their special and regular education programs, (b) 97% of program graduates received special education certification with 79% working in special education contexts, (c) 21% teach in general education classrooms, and (d) a strong professional network persists among the graduates.

Additional outcomes were noted as a result of the new program. At the university level, the SOE capitalized on the expertise of program graduates by using them as adjunct instructors. A number of teachers from the outer islands (i.e., CNMI, Kosrae, Chuuk, and Palau) and military school teachers have enrolled in the program. Prior to the new program revision, many of these teachers preferred mainland online degree programs. Program recruitment now occurs exclusively via word of mouth and many applicants submit strong letters of recommendation written by former program graduates. Since inception of the revised program, the SOE has gone through the NCATE and CEC - Specialty Professional Association (SPA) renewal accreditation process. The emphasis in the last round was assessment. To this end, the special education program supplied a great deal of data. Finally, UOG graduates serve as valuable consultants to GDOE administrators regarding the topics of *Response to Intervention (RTI)* and *504 plans*.

Conclusion

During the first 20 years of the M.Ed. – Special Education program, only 12 students graduated. The University of Guam School of Education in partnership with the Guam Department of Education (Territory/School District) and the Guam Commission on Educator Certification redesigned the research-based program in the spring of 2007. The new program uses an accelerated Cohort model composed of practicing and experienced teachers, which has garnered the attention of Guam’s special education community. The program started in a Special Education Summer Institute in 2008, with a cohort of seven. Initially, the university offered three cohorts a year, but as the number of experienced teachers grew and the need for personnel declined, one cohort per year was offered. By May 2012, 130 educators from 14 cohorts graduated from the program. Current outcomes suggest that the benefits of this personnel preparation program extend beyond students with disabilities on Guam to include the larger Guam community. It is for this reason that the preparation of special education teachers on Guam and in the Micronesian islands will continue to grow to meet the unique multicultural needs of this region.

AUTHOR NOTES

Richard W. Fee, PhD, formerly Associate Professor of Special Education and Chair, M.Ed.-Special Education Program at the University of Guam, is now Assistant Professor in the Graduate Education Program at Lincoln University Graduate Center, Philadelphia, PA. His research interests lie in global special education and teacher preparation. **Julie M. Fee, M.Ed., ABD**, is an Assistant Professor of Special Education at the University of Guam. Her research interest is in the area of inclusion. **Peggy A. Snowden, M.Ed.**, is a doctoral candidate in the Special Education Program at the University of Illinois at Chicago. Her research interests are in the areas of culturally responsive teaching and teacher education. **Nicole M. Stuart, M.Ed.**, is the Program Associate for Communications and Partnerships, Department of Special Education at the University of Illinois. Her research interests are in the areas of science literacy, bilingual special education, and family involvement. **Dana Baumgartner, PhD.**, is Research Associate in the Department of Special Education at the University of Illinois at Chicago. Her research interests are in the areas of teacher education, mild/moderate/severe disabilities, and teacher collaboration.

This work received guidance and support from the Monarch Center. Correspondence concerning this article should be addressed to: Dr. Richard W. Fee, Lincoln University, Graduate Center, 3020 Market St., Philadelphia, PA 19102. E-mail: rfee@lincoln.edu

References

- Brown, Z.A., Hammond, O. W., & Onikama, D. L. (September, 1997). *Language use at home and school: A synthesis of research for Pacific educators*. Honolulu, HI: Pacific Resources for Education and Learning.
- Bureau of Statistics and Plans. (2011). *Guam statistical yearbook updates: Public assistance and social welfare*. Guam: Author. Retrieved from http://bsp.guam.gov/index.php?option=com_content&view=article&id=137&Itemid=100010

- Burnett, P. C. (1999). The supervision of doctoral dissertations using a collaborative cohort model. *Counselor Education and Supervision* 39(1), 46–52. doi: 10.1002/j.1556-6978.1999.tb01789.x
- Central Intelligence Agency. (June 20, 2012). The world factbook: Guam. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/gq.html>
- Clampitt-Dunlap, S. (1995). *Nationalism, native language maintenance, and the spread of English: A comparative study of the cases of Guam, the Philippines, and Puerto Rico* (Doctoral dissertation). Universidad de Puerto Rico: Author. Retrieved from <http://ponce.inter.edu/vl/tesis/sharon/diss.html>
- Guam Department of Education (November 2011). Annual state of public education report (ASPER) Retrieved from <https://sites.google.com/a/gdoe.net/rpe/home/annual-state-of-public-education-report-asper/sy2010-2011>
- Guam Department of Education (n.d.). Guam Education Board. Retrieved from <https://sites.google.com/a/gdoe.net/education-policy-board/>
- Guam Online. (n. d.). *Guam history, people and culture*. Retrieved from <http://www.guam-online.com/history/history.htm>
- Guampedia. (n. d.). About Guam. *The encyclopedia of Guam*. Retrieved from <http://www.guampedia.com/>
- Heine, H. C. (2002). Culturally responsive schools for Micronesian immigrant students. PREL Briefing Paper. Retrieved from <http://www.prel.org/teams/culturally-responsive.asp>
- Horn, R. A. (2001). Promoting social justice and caring in schools and communities: The unrealized potential of the cohort model. *Journal of School Leadership*, 11(4), 313-34.
- Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. Teachers College Press, New York.
- Leung, E., Keir, S., & Terada, W. (March, 2006). Educational needs in the Pacific region: The REL client interview report. Honolulu, HI: Pacific Resources for Education and Learning.
- MacEntee, V. & Garii, B. (2010). E-portfolios in teacher education. In N. Buzzetto-More (Ed.). *The E-portfolio paradigm: Informing, educating, assessing, and managing with E-portfolios* (pp. 191-205). Santa Rosa, CA: Informing Science Press.
- Temkar, A. (March, 2012). Guam school system repair cost estimates run high: \$139 million or more may be necessary to cover renovations. *Pacific Daily News*. Retrieved from <http://pidp.eastwestcenter.org/pireport/2012/March/03-28-09.htm>
- University of Guam. (n. d). *1952-2012 UOG's 60th anniversary: Celebrating the Triton Spirit*. Retrieved from <http://www.uog.edu/dynamicdata/60thAnniversary.aspx?siteid=1&p=646>
- University of Guam Factbook 2010-2011, University of Guam, 2010.
- U.S. Census Bureau (2012, May). The Native Hawaiian and other Pacific Islander population: 2010. *2010 Census Brief*. Retrieved from <http://2010.census.gov/2010census/>
- Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. Albany: State University of New York Pres.