

I Mina'trentai Ocho Na Liheslaturan Guåhan
BILL STATUS

BILL NO.	SPONSOR	TITLE	DATE INTRODUCED	DATE REFERRED	CMTE REFERRED	FISCAL NOTES	PUBLIC HEARING DATE	DATE COMMITTEE REPORT FILED	NOTES
361-38 (COR)	Vincent A.V. Borja	AN ACT TO <i>AMEND</i> CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.	9/11/26 2:30 p.m.	9/15/26	Committee on Education, Libraries and Public Broadcasting.	Request: 9/15/26 Waiver: 9/18/26	9/23/26 9:00 a.m.	9/25/26	



Office of Senator

Vincent A.V. Borja

I Mina'trentai Ocho Na Liheslaturan Guahan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 25, 2026

The Honorable Frank F. Blas Jr.

Speaker, *I Mina'trentai Ocho na Liheslaturan Guahan*
163 W. Chalan Santo Papa
Hågatña, Guam 96910

Via Honorable Vice Speaker V. Anthony Ada 
Chairman, Committee on Rules

RE: Committee Report on Bill No. 361-38 (COR), As Introduced

Buenas yan Håfa Ådai Speaker,

Transmitted herewith is the Committee Report on **Bill No. 361-38 (COR) As Introduced** – Vincent A.V. Borja. – “AN ACT TO AMEND CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.”

Committee votes are as follows:

<u>3</u>	TO DO PASS
_____	TO NOT PASS
<u>4</u>	TO REPORT OUT ONLY
_____	TO ABSTAIN
_____	TO PLACE IN INACTIVE FILE

Sincerely,



Senator Vincent A.V. Borja

Chairman, Committee on Education, Libraries, and Public Broadcasting
I Mina'trentai Ocho na Liheslaturan Guahan



COMMITTEE ON RULES

RECEIVED:

September 25, 2026 4:49 p.m.

Marie Crisostomo



Office of Senator

Vincent A.V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

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CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

COMMITTEE REPORT

Bill No. 361-38 (COR)

Introduced by: Vincent A.V. Borja

“AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.”



Office of Senator

Vincent A.V. Borja

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CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 25, 2026

MEMORANDUM

To: All Members
Committee on Education, Libraries, and Public Broadcasting

From: Senator Vincent A.V. Borja
Chairperson, Education, Libraries, and Public Broadcasting

Subject: Committee Report on Bill No. 361-38 (COR), As Introduced

Transmitted herewith is the Committee Report on **Bill No. 361-38 (COR) As Introduced** – Vincent A.V. Borja. – “AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.”

This report includes the following:

- Copy of COR Referral of Bill No. 361-38 (COR)
- Notices of Public Hearing
- Copy of the Public Hearing Agenda
- Public Hearing Sign-in Sheet
- Copies of Submitted Written Testimony
- Committee Vote Sheet
- Committee Report Digest
- Copy of Bill No. 361-38 (COR), *As Introduced*
- Fiscal Note Waiver

Please take the appropriate action on the attached vote sheet. Your attention to this matter is greatly appreciated. Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Senator Vincent A.V. Borja

Chairman, Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guahan



COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

September 15, 2026

To: **Rennae V. C. Meno**
Clerk of the Legislature

Attorney Darleen E.H. Phillips
Legislative Legal Counsel

From: **Vice Speaker V. Anthony Ada** 
Chairperson, Committee on Rules

Subject: **Referral of Bill No. 361-38 (COR)**

Håfa Adai,

As per my authority as Chairperson of the Committee on Rules and subject to §6.01(d)(1), Rule VI of our Standing Rules, I am forwarding the referral of **Bill No. 361-38 (COR)** - Vincent A.V. Borja.— “AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.”

Please ensure that the subject bill is referred to the Committee on Education, Libraries, and Public Broadcasting chaired by Senator Vincent A.V. Borja. I also request that the same be copied to the Prime Sponsor of the subject bill and to Management Information Services (MIS) for posting on our website.

A copy of the bill is available on our legislative website.

Should you have any questions or concerns, please feel free to contact Kamarin Nelson, Committee on Rules Director at 671-472-2461.





Office of Senator Borja <contact@senatorvinceborja.com>

FIRST NOTICE OF PUBLIC HEARING – SEPTEMBER 23, 20262 messages

Office of Senator Borja <contact@senatorvinceborja.com>

Wed, Sep 16, 2026 at 8:00 AM

To: phnotice@guamlegislature.gov

Cc: Ed Pocaigue <sgtarms@guamlegislature.gov>

Bcc: newsdirector@guamnewsnetwork.com, "news@kanditnews.com" <NEWS@kanditnews.com>

September 16, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A. V. BORJA,
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND PUBLIC BROADCASTING

RE: FIRST NOTICE OF PUBLIC HEARING – SEPTEMBER 23, 2026

Håfa Adai! The Committee on Education, Libraries & Public Broadcasting will conduct a Public Hearing on **Wednesday, September 23, 2026**, beginning at **9:00 A.M.**, in the Public Hearing Room of the Guam Congress Building.

The Committee will hear and accept testimony on the following:

I. **Bill No. 361-38 (COR)** – AN ACT TO AMEND CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

How to Participate: Written testimony may be delivered to the Office of Senator Vincent A. V. Borja, DNA Building Suite 502, 238 Archbishop Flores Street, Hagåtña, Guam 96910, or via email to contact@senatorvinceborja.com. The Committee requests that testimonies be submitted at least forty-eight (48) hours before the scheduled hearing.

Please confirm your attendance by contacting the office of Senator Vincent A. V. Borja via email at contact@senatorvinceborja.com or by voice call at **(671) 969-8423**.

Special Accommodations: All government activities, programs, and services are accessible for people with disabilities in compliance with Title II of the Americans with Disabilities Act (ADA). For assistance or special accommodations to fully participate in this public hearing, please contact the office of Senator Vincent A.V. Borja at **(671) 969-8423** or via email at contact@senatorvinceborja.com.

Watch Live/Record: The hearing will be broadcast live on local television (GTA, Channel 21, Docomo Channel 117) and streamed online via *I Liheslaturan Guåhan's* live feed on YouTube. After the hearing, a

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Respectfully,



Office of Senator Vincent A.V. Borja

Committee on Education, Libraries, & Public
Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com



FIRST NOTICE OF PUBLIC HEARING – SEPTEMBER 23, 2026 .pdf

249K

Ed Pocaigue <sgtarms@guamlegislature.gov>
To: Office of Senator Borja <contact@senatorvinceborja.com>

Wed, Sep 16, 2026 at 8:07 AM

Hafa Adai,

Posted on calendar

[Quoted text hidden]



Edward S. Pocaigue, Jr.

Sergeant-at-Arms

I Mina'trentai Ocho Na Liheslaturan Guåhan

Guam Congress Building, 1st Floor

163 Chalan Santo Papa

Hagåtña, Guam 96910



1-671-969-3514



sgtarms@guamlegislature.gov

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Office of Senator

Vincent A. V. Borja

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HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 16, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A. V. BORJA,
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND
PUBLIC BROADCASTING

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FIRST NOTICE OF PUBLIC HEARING - SEPTEMBER 23, 2026

FIRST NOTICE OF PUBLIC HEARING - SEPTEMBER 23, 2026

PUBLIC HEARING

 **Posted on:** 09/16/2026 08:30 AM

 **Posted by:** Caden Poblete

 **Public Hearing Date:** 09/23/2026 09:00 AM

 **Department(s):** GUAM LEGISLATURE (/notices?department_id=92)

 **Division(s):** OFFICE OF SENATOR VINCE BORJA (/notices?division_id=297)

 **Notice Topic(s):** PUBLIC HEARING (/notices?topic_id=74)

 **Types of Notice:** PUBLIC HEARING (/notices?type_id=7)

 **For Audience(s):** PUBLIC (/notices?public=1)

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September 16, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A. V. BORJA,
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND PUBLIC BROADCASTING

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([https://guamlegislature.gov/38th_Guam_Legislature/Bills_Introduced_38th/Bill%20No.%20361-38%20\(COR\).pdf](https://guamlegislature.gov/38th_Guam_Legislature/Bills_Introduced_38th/Bill%20No.%20361-38%20(COR).pdf)) – AN ACT TO AMEND CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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FIRST NOTICE of Public Hearing, scheduled for September 23, 2026

Published on Kandit at 6:30 a.m., September 16, 2026

Notice of Public Hearing

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Office of Senator Borja <contact@senatorvinceborja.com>

SECOND NOTICE OF PUBLIC HEARING – SEPTEMBER 23, 2026

2 messages

Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 21, 2026 at 8:00 AM

To: phnotice@guamlegislature.gov

Cc: Ed Pocaigue <sgtarms@guamlegislature.gov>

Bcc: newsdirector@guamnewsnetwork.com, "news@kanditnews.com" <NEWS@kanditnews.com>

September 21, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A. V. BORJA,
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND PUBLIC BROADCASTING

RE: SECOND NOTICE OF PUBLIC HEARING – SEPTEMBER 23, 2026

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Respectfully,



Office of Senator Vincent A.V. Borja

Committee on Education, Libraries, & Public
Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com



SECOND NOTICE OF PUBLIC HEARING – SEPTEMBER 23, 2026 .pdf
249K

Ed Pocaigue <sgtarms@guamlegislature.gov>
To: Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 21, 2026 at 8:21 AM

Hafa Adai,

Second notice updated

[Quoted text hidden]



Edward S. Pocaigue, Jr.
Sergeant-at-Arms

I Mina'trentai Ocho Na Liheslaturan Guåhan
Guam Congress Building, 1st Floor
163 Chalan Santo Papa
Hagåtña, Guam 96910



1-671-969-3514



sgtarms@guamlegislature.gov

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Office of Senator

Vincent A. V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 21, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A. V. BORJA,
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SECOND NOTICE OF PUBLIC HEARING – SEPTEMBER 23, 2026

SECOND NOTICE OF PUBLIC HEARING – SEPTEMBER 23, 2026

PUBLIC HEARING

 **Posted on:** 09/21/2026 09:00 AM

 **Posted by:** Caden Poblete

 **Public Hearing Date:** 09/23/2026 09:00 AM

 **Department(s):** GUAM LEGISLATURE (/notices?department_id=92)

 **Division(s):** OFFICE OF SENATOR VINCE BORJA (/notices?division_id=297)

 **Notice Topic(s):** PUBLIC HEARING (/notices?topic_id=74)

 **Types of Notice:** PUBLIC HEARING (/notices?type_id=7)

 **For Audience(s):** PUBLIC (/notices?public=1)

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September 21, 2026

MEMORANDUM

TO: ALL SENATORS, STAKEHOLDERS, MEDIA

FROM: SENATOR VINCENT A. V. BORJA,
CHAIRPERSON, COMMITTEE ON EDUCATION, LIBRARIES, AND PUBLIC BROADCASTING

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Please confirm your attendance by contacting the office of Senator Vincent A. V. Borja via email at contact@senatorvinceborja.com or by voice call at (671) 969-8423.

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Watch Live/Record: The hearing will be broadcast live on local television (GTA, Channel 21, Docomo Channel 117) and streamed online via I Liheslaturan Guåhan's live feed on YouTube. After the hearing, a hearing recording will also be available online via Guam Legislature Media on YouTube.





Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

3 messages

Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 14, 2026 at 8:31 AM

To: Roberta Abaday [REDACTED]

September 14, 2026

Ms. Roberta Abaday

Chairperson, Guam Commission for Educator Certification Board

303 University Drive SOE Bldg. Room 105

Mangilao, Guam, 96923

VIA EMAIL: [REDACTED]**Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)**

Dear Ms. Abaday,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. **Bill No. 361-38 (COR)** – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

Your agency's insights and expertise are invaluable in shaping the discussion around this important topic.

The public hearing will take place at the Guam Congress Building and will provide an opportunity for agencies, organizations, and members of the community to voice their opinions and share relevant information concerning this proposed bill.

We would like to have a representative from your agency present to provide testimony and engage with other participants. If you have any questions or require additional information, feel free to contact my office at [671-969-8423](tel:671-969-8423) or contact@senatorvinceborja.com.

Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **September 23, 2026, at 9:00 AM**.

Respectfully,

**Office of Senator Vincent A.V. Borja**Committee on Education, Libraries, & Public
Broadcasting**38th Guam Legislature**

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com**Ms. Abaday Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf**
337K

[REDACTED]

Dear Senator Borja,

Thank you for the invitation to the public hearing on September 23. I am currently off Island, but I did provide a testimony to your office, as well as other members of the committee, when the previous hearing was scheduled. Miss Fran Camacho will provide a copy of my testimony, if an additional copy is needed.

Thank you very much,

Roberta Abaday, NBCT, GCEC Chairperson

Sent from my iPhone

On Sep 13, 2026, at 2:31 PM, Office of Senator Borja <contact@senatorvinceborja.com> wrote:

[Quoted text hidden]

**Ms. Abaday Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf**
337K

Office of Senator Vince Borja <contact@senatorvinceborja.com>
Reply-To: Office of Senator Vince Borja <contact@senatorvinceborja.com>
[REDACTED]

Tue, Sep 22, 2026 at 8:01 AM

Håfa Adai,

Thank you for your email. Yes we do have a copy of your testimony and we will disseminate it to the Senators.

Please contact our office if you have any questions.

Si Yu'os Ma'åse',



Caden Nathaniel Ong Poblete

Office of Senator Vincent A.V. Borja

671-969-8423

caden.poblete@guamlegislature.gov

DNA Building Suite 502, Hagatna

[Quoted text hidden]



Office of Senator

Vincent A.V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 14, 2026

Ms. Roberta Abaday

Chairperson, Guam Commission for Educator Certification Board
303 University Drive SOE Bldg. Room 105
Mangilao, Guam, 96923

VIA EMAIL: [REDACTED]

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

Dear Ms. Abaday,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. [Bill No. 361-38 \(COR\)](#) – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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We would like to have a representative from your agency present to provide testimony and engage with other participants. If you have any questions or require additional information, feel free to contact my office at 671-969-8423 or contact@senatorvinceborja.com.

Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **September 23, 2026, at 9:00 AM**.

Sincerely,

Senator Vincent A.V. Borja

Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guåhan



Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

2 messages

Office of Senator Borja <contact@senatorvinceborja.com>
To: "Dr. Michelle M.S. Santos" <michelle.santos@gcec.guam.gov>

Mon, Sep 14, 2026 at 8:30 AM

September 14, 2026

Dr. Michelle Santos

Executive Director, Guam Commission for Educator Certification
303 University Drive SOE Bldg. Room 105
Mangilao, Guam, 96923
VIA EMAIL: michelle.santos@gcec.guam.gov

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

Dear Dr. Santos,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. **Bill No. 361-38 (COR)** – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **September 23, 2026, at 9:00 AM**.

Respectfully,

**Office of Senator Vincent A.V. Borja**

Committee on Education, Libraries, & Public
Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.
Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com



Dr. Santos Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf
338K

Dr. Michelle M.S. Santos <michelle.santos@gcec.guam.gov>
To: Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 14, 2026 at 12:01 PM

Hafa Adai, Senator Borja,

Thank you for the invitation to the public hearing on 9/23 at 9:00am. I am confirming my attendance and I will provide testimony and engage as needed.

Sincerely,

Michelle

Dr. Michelle Santos, Executive Director
Guam Commission for Educator Certification (GCEC)

[Quoted text hidden]



Office of Senator

Vincent A.V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 14, 2026

Dr. Michelle Santos

Executive Director, Guam Commission for Educator Certification
303 University Drive SOE Bldg. Room 105
Mangilao, Guam, 96923

VIA EMAIL: michelle.santos@gcec.guam.gov

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

Dear Dr. Santos,

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I. [Bill No. 361-38 \(COR\)](#) – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **September 23, 2026, at 9:00 AM**.

Sincerely,

Senator Vincent A.V. Borja

Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guåhan



Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

2 messages

Office of Senator Borja <contact@senatorvinceborja.com>
To: Virginia Tudela <virginia.tudela@guamcc.edu>

Mon, Sep 14, 2026 at 8:59 AM

September 14, 2026

Dr. Virginia Tudela

Interim President, Guam Community College
1 Sesame Street
Mangilao, Guam, 96923
VIA EMAIL: virginia.tudela@guamcc.edu

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

Dear Dr. Tudela,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. **Bill No. 361-38 (COR)** – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **September 23, 2026, at 9:00 AM**.

Respectfully,

**Office of Senator Vincent A.V. Borja**

Committee on Education, Libraries, & Public
Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.
Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com

 **Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf**
338K

Virginia Tudela <virginia.tudela@guamcc.edu>
To: Office of Senator Borja <contact@senatorvinceborja.com>

Tue, Sep 15, 2026 at 6:03 AM

Acknowledged.

Gina

[Quoted text hidden]

--

Dr. Virginia C. Tudela
Interim President
(671) 735-5528



E-mail administered by Guam Community College



Office of Senator

Vincent A.V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 14, 2026

Dr. Virginia Tudela

Interim President, Guam Community College

1 Sesame Street

Mangilao, Guam, 96923

VIA EMAIL: virginia.tudela@guamcc.edu

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

Dear Dr. Tudela,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. [Bill No. 361-38 \(COR\)](#) – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **September 23, 2026, at 9:00 AM**.

Sincerely,

Senator Vincent A.V. Borja

Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guåhan



Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

1 message

Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 14, 2026 at 8:39 AM

To: "Dr. Judith T. Won Pat (Superintendent)" <jtwpnpat@gdoe.net>

September 14, 2026

Dr. Judith T. Won Pat

Superintendent, Guam Department of Education

501 Mariner Ave.

Barrigada, Guam, 96913

VIA EMAIL: jtwpnpat@gdoe.net**Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)**

Dear Dr. Won Pat,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. **Bill No. 361-38 (COR)** – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **September 23, 2026, at 9:00 AM**.

Respectfully,

**Office of Senator Vincent A.V. Borja**Committee on Education, Libraries, & Public
Broadcasting**38th Guam Legislature**

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T [+1 \(671\) 969-8423](tel:+16719698423)

E contact@senatorvinceborja.com



Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf
339K



Office of Senator

Vincent A.V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 14, 2026

Dr. Judith T. Won Pat

Superintendent, Guam Department of Education

501 Mariner Ave.

Barrigada, Guam, 96913

VIA EMAIL: jtwonpat@gdoe.net

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

Dear Dr. Won Pat,

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I. [Bill No. 361-38 \(COR\)](#) – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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Sincerely,

Senator Vincent A.V. Borja

Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guåhan



Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

1 message

Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 14, 2026 at 8:38 AM

To: [REDACTED]

September 14, 2026

Dr. Judith Guthertz

Chairperson, Guam Education Board

501 Mariner Ave.

Barrigada, Guam, 96913
[REDACTED]**Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)**

Dear Dr. Guthertz,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. **Bill No. 361-38 (COR)** – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **September 23, 2026, at 9:00 AM**.

Respectfully,

**Office of Senator Vincent A.V. Borja**Committee on Education, Libraries, & Public
Broadcasting**38th Guam Legislature**

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T [+1 \(671\) 969-8423](tel:+16719698423)

E contact@senatorvinceborja.com



Dr. Guthertz Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf
339K



Office of Senator

Vincent A.V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

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SUITE 502
238 ARCHBISHOP FLORES ST.
HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 14, 2026

Dr. Judith Guthertz

Chairperson, Guam Education Board
501 Mariner Ave.
Barrigada, Guam, 96913

VIA EMAIL: [REDACTED]

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

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Sincerely,

Senator Vincent A.V. Borja

Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guåhan



Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

1 message

Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 14, 2026 at 8:24 AM

To: "Timothy R. Fedenko" <tfedenko@gftunion.com>

September 14, 2026

Mr. Timothy Fedenko

President, Guam Federation of Teachers

153 Sesame Street

Mangilao, Guam, 96913

VIA EMAIL: tfedenko@gftunion.com**Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)**

Dear Mr. Fedenko,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. **Bill No. 361-38 (COR)** – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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Respectfully,

**Office of Senator Vincent A.V. Borja**Committee on Education, Libraries, & Public
Broadcasting**38th Guam Legislature**

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T [+1 \(671\) 969-8423](tel:+16719698423)

E contact@senatorvinceborja.com



Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf
339K



Office of Senator

Vincent A.V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
SUITE 502
238 ARCHBISHOP FLORES ST.
HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 14, 2026

Mr. Timothy Fedenko

President, Guam Federation of Teachers

153 Sesame Street

Mangilao, Guam, 96913

VIA EMAIL: tfedenko@gftunion.com

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

Dear Mr. Fedenko,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. [Bill No. 361-38 \(COR\)](#) – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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Sincerely,

Senator Vincent A.V. Borja

Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guåhan



Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

2 messages

Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 14, 2026 at 8:34 AM

To: "Dr. Anita Enriquez" <abe@triton.uog.edu>

September 14, 2026

Dr. Anita Borja Enriquez

President, University of Guam

303 University Drive, UOG Station

Mangilao, Guam, 96023

VIA EMAIL: abe@triton.uog.edu**Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)**

Dear Dr. Enriquez,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

I. **Bill No. 361-38 (COR)** – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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We would like to have a representative from your agency present to provide testimony and engage with other participants. If you have any questions or require additional information, feel free to contact my office at [671-969-8423](tel:671-969-8423) or contact@senatorvinceborja.com.

Thank you for considering this invitation. I look forward to your positive response and to an engaging discussion on **September 23, 2026, at 9:00 AM**.

Respectfully,

**Office of Senator Vincent A.V. Borja**Committee on Education, Libraries, & Public
Broadcasting**38th Guam Legislature**

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

T +1 (671) 969-8423

E contact@senatorvinceborja.com**Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf**

338K

Dr. Anita Enriquez <abe@triton.uog.edu>

Mon, Sep 14, 2026 at 12:28 PM

To: Office of Senator Borja <contact@senatorvinceborja.com>Cc: Sharleen Santos-Bamba <sbamba@triton.uog.edu>, "DR. ALICIA CRUZ AGUON" <aliciaaguon@triton.uog.edu>

Thank you for the invitation to provide testimony.

Mås rikuetdo (With respect),

Anita Borja Enriquez, D.B.A.

President

UNIVERSITY OF GUAM*Unibetsedat Guåhan: "Ina, Diskubre, Setbe* - To Enlighten, to Discover, to Serve"Phone: (671) 735-2990, www.uog.edu

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From: Office of Senator Borja <contact@senatorvinceborja.com>**Sent:** Monday, September 14, 2026 10:34 AM**To:** Dr. Anita Enriquez <abe@triton.uog.edu>**Subject:** Invitation to Provide Testimony for Bill No. 361-38 (COR)

[EXTERNAL EMAIL - Please use caution when opening attachments or clicking links.]

[Quoted text hidden]



Office of Senator

Vincent A.V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

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HAGATÑA, GUAM 96910
TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

September 14, 2026

Dr. Anita Borja Enriquez

President, University of Guam
303 University Drive, UOG Station
Mangilao, Guam, 96023

VIA EMAIL: abe@triton.uog.edu

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

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Sincerely,

Senator Vincent A.V. Borja

Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guåhan



Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

2 messages

Office of Senator Borja <contact@senatorvinceborja.com>
To: "DR. ALICIA CRUZ AGUON" <aliciaaguon@triton.uog.edu>

Mon, Sep 14, 2026 at 8:33 AM

September 14, 2026

Dr. Alicia Aguon

Dean, School of Education

303 University Drive, UOG Station

Mangilao, Guam, 96923

VIA EMAIL: aliciaaguon@triton.uog.edu**Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)**

Dear Dr. Aguon,

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I. **Bill No. 361-38 (COR)** – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

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**Office of Senator Vincent A.V. Borja**

Committee on Education, Libraries, & Public
Broadcasting

38th Guam Legislature

Suite 502, DNA Bldg. 238 Archbishop Flores St.

Hagåtña, Guam 96910

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E contact@senatorvinceborja.com **Dr. Aguon Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf**
338K

DR. ALICIA CRUZ AGUON <aliciaaguon@triton.uog.edu>
To: Office of Senator Borja <contact@senatorvinceborja.com>

Tue, Sep 15, 2026 at 8:32 AM

Håfa adai, Senator Borja,

Si Yu'us ma'åse' for this invitation.

Sen dangkolo na si Yu'os ma'åse' (thank you very much),



Alicia Cruz Aguon, PhD
Dean, School of Education

Associate Professor of Mathematics
Office: +1(671) 735-2444
aliciaaguon@triton.uog.edu

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From: Office of Senator Borja <contact@senatorvinceborja.com>

Sent: Monday, September 14, 2026 10:33 AM

To: DR. ALICIA CRUZ AGUON <aliciaaguon@triton.uog.edu>

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

[EXTERNAL EMAIL - Please use caution when opening attachments or clicking links.]

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Office of Senator

Vincent A.V. Borja

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TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
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AND PUBLIC
BROADCASTING

September 14, 2026

Dr. Alicia Aguon

Dean, School of Education
303 University Drive, UOG Station
Mangilao, Guam, 96923

VIA EMAIL: aliciaaguon@triton.uog.edu

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

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Senator Vincent A.V. Borja

Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guåhan



Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

1 message

Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 14, 2026 at 8:27 AM

To: [REDACTED]

September 14, 2026

Ms. Evangeline Cepeda

Chairperson, Guam Academy Charter Schools Council

P.O Box 2950

Hagåtña, Guam, 96932

VIA EMAIL: [REDACTED]**Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)**

Dear Ms. Cepeda,

As part of my commitment to engaging stakeholders in the legislative process, I am writing to invite your agency to participate in a public hearing regarding **Bill No. 361-38 (COR)** for **September 23, 2026, at 9:00 AM**.

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Invitation to Provide Testimony for Bill No. 361-38 (COR) .pdf
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Vincent A.V. Borja

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CHAIRPERSON
COMMITTEE ON
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AND PUBLIC
BROADCASTING

September 14, 2026

Ms. Evangeline Cepeda

Chairperson, Guam Academy Charter Schools Council

P.O Box 2950

Hagåtña, Guam, 96932

VIA EMAIL: [REDACTED]

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

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Office of Senator Borja <contact@senatorvinceborja.com>

Invitation to Provide Testimony for Bill No. 361-38 (COR)

1 message

Office of Senator Borja <contact@senatorvinceborja.com>

Mon, Sep 14, 2026 at 8:28 AM

To: "S.Mabini" [REDACTED]

September 14, 2026

Dr. Sam Mabini-Young

Executive Director, Guam Association for Career and Technical Education

506 Mariner Ave.

Barrigada, Guam, 96913

VIA EMAIL: [REDACTED]

Subject: Invitation to Provide Testimony for Bill No. 361-38 (COR)

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Office of Senator

Vincent A.V. Borja

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TEL 671-969-8423

CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
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September 14, 2026

Dr. Sam Mabini-Young

Executive Director, Guam Association for Career and Technical Education
506 Mariner Ave.
Barrigada, Guam, 96913

VIA EMAIL: [REDACTED]

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Committee on Education, Libraries, and Public Broadcasting

I Mina'trentai Ocho na Liheslaturan Guåhan



Office of Senator

Vincent A. V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

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CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
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PUBLIC HEARING AGENDA
Wednesday, September 23, 2026
Guam Congress Building, Public Hearing Room

AGENDA FOR 9:00 A.M.:

I. [Bill No. 361-38 \(COR\)](#) – AN ACT TO AMEND CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

How to Participate: Written testimony may be delivered to the Office of Senator Vincent A. V. Borja, DNA Building Suite 502, 238 Archbishop Flores Street, Hagåtña Guam 96910, or via email to contact@senatorvinceborja.com. The Committee requests that testimonies be submitted at least forty-eight (48) hours prior to the scheduled hearing.

Please confirm your attendance by contacting the office of Senator Vincent A. V. Borja via email at contact@senatorvinceborja.com or via voice call at (671) 969-8423

Special Accommodations: All government activities, programs, and services are accessible for people with disabilities in compliance with Title II of the Americans with Disabilities Act (ADA). For assistance or special accommodations to fully participate in this public hearing please contact the office of Senator Vincent A.V. Borja at (671) 969-8423 or via email at contact@senatorvinceborja.com

Watch Live/Record: The hearing will be broadcast live on local television, (GTA, Channel 21, Docomo Channel 117), and streamed online via *Liheslaturan Guåhan's* live feed on YouTube. After the hearing, a hearing recording will also be available online via Guam Legislature Media on YouTube.



Chairperson on Education, Public Broadcasting & Libraries
Vincent A.V. Borja
I Mina'trentai Ocho Na Liheslaturan Guahan

DNA BUILDING
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238 ARCHBISHOP FLORES ST.
HAGATNA, GUAM 96910
TEL 671-969-8423

PUBLIC HEARING SIGN-IN SHEET
Wednesday, September 23, 2026 – 9:00 AM
Public Hearing Room, Guam Congress Building

Bill No. 361-38 (COR) – AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

NAME:	AGENCY/ ORGANIZATION	POSITION	TESTIMONY	CONTACT INFORMATION
1. <i>Alicia C. Agard</i>	<i>UOG SOE</i>	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☒	
2. <i>Jacky Hagren</i>	<i>UOG</i>	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
3. <i>Zena Jablan</i>	<i>UOG</i>	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
4.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
5.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
6.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
7.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
8.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
9.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
10.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	



Chairperson on Education, Public Broadcasting & Libraries
Vincent A.V. Borja
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Wednesday, September 23, 2026 – 9:00 AM
Public Hearing Room, Guam Congress Building

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NAME:	AGENCY/ ORGANIZATION	POSITION	TESTIMONY	CONTACT INFORMATION
1. Ron McNinch	GDOE BOARD	SUPPORT ☐ OPPOSE ☐	WRITTEN ☒ ORAL ☒	
2. Maria Victoria Nishida	Teacher	SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
3. MARIESHA CRUZ-SANT NICOLAS	GUAM COMMUNITY COLLEGE GCC	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☒	
4. Melissa Palomo	GCE	SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
5. Philulke Santos	GCEC	SUPPORT ☒ OPPOSE ☐	WRITTEN ☒ ORAL ☒	
6. FRAN-NICOUE CAMACHO	GCEC	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
7.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
8.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
9.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
10.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	



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Wednesday, September 23, 2026 – 9:00 AM
Public Hearing Room, Guam Congress Building

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NAME:	AGENCY/ ORGANIZATION	POSITION	TESTIMONY	CONTACT INFORMATION
1. Dr. Lea Borja-Guez	GCEC	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
2. DOMINGO Ocampo	GCEC ADOE	SUPPORT ☒ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
3.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
4.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
5.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
6.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
7.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
8.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
9.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	
10.		SUPPORT ☐ OPPOSE ☐	WRITTEN ☐ ORAL ☐	



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

www.gdoe.net
501 Mariner Avenue
Barrigada, Guam 96913
Telephone: (671) 472-0462/300-1547 • Fax: (671) 472-5003
Email: jtwpnpat@gdoe.net



JUDITH T. WON PAT, Ed.D.
Superintendent of Education

MEMORANDUM

TO: Senator Vincent A.V. Borja

FROM: Judith T. Won Pat, Ed.D.,

DATE: September 22, 2026

SUBJECT: **Proposed GDOE Amendments to Bill No. 361-38 (COR)**

Håfa Adai Senator Borja:

Pursuant to your request, the Guam Department of Education (GDOE) submits the following proposed amendments to Bill No. 361-38 (COR), relative to the Guam Commission for Educator Certification (GCEC) Rules and Regulations.

GDOE supports the overall intent of the bill and recommends the amendments below to strengthen educator recruitment pathways, clarify existing certification provisions, and improve consistency in implementation.

In addition to the amendments previously identified, GDOE recommends that the bill address two recurring certification concerns affecting recruitment: recognition of structured professional education and training provided directly by school systems, and equitable evaluation of experienced educators from the CNMI and other U.S. jurisdictions whose credentials may be designated as emergency, limited, temporary, or provisional. The Department believes certification decisions should consider the substance of an applicant's preparation and verified professional experience, rather than rely solely on the institution providing the training or the title assigned to a credential by another jurisdiction.

1. Strengthen Interstate and Interjurisdictional Reciprocity

Placement: Amend §8104(m), currently located in Section 3 of the bill.

The current provision allows an individual holding a valid credential from a NASDTEC participating state, or National Board certification, to qualify for an Initial Guam certificate with comparable endorsement areas.

Proposed Amendment Language:

“(m) Interstate and Interjurisdictional Reciprocity.

(1) Individuals holding a valid educator credential issued by a state, territory, commonwealth, or other United States jurisdiction, including the Commonwealth of the Northern Mariana Islands, may qualify for a Guam educator certificate with comparable endorsement areas.

(2) An individual holding a full professional credential without deficiencies from a jurisdiction participating in the NASDTEC Interstate Agreement, or national certification from the National Board for

Professional Teaching Standards, shall be eligible for an Initial Guam certificate with comparable endorsement areas, subject to applicable Guam-specific requirements.

(3) An applicant shall not be denied consideration for Guam certification solely because the issuing jurisdiction designates the applicant's credential as emergency, limited, temporary, provisional, or by another comparable designation.

(4) For an applicant holding such a credential, the Commission shall consider the applicant's total qualifications, including educational preparation, endorsement area, verified years of satisfactory teaching experience, professional evaluations, and completion of applicable certification requirements, in determining the appropriate Guam certificate.

(5) The Commission shall provide written notice identifying the Guam certificate for which the applicant qualifies and any remaining deficiencies or Guam-specific requirements necessary to obtain a higher level of certification.

(6) The Commission shall establish and publish documentation requirements, procedures for determining comparable endorsements, and standards for evaluating credentials issued by other United States jurisdictions."

Implementation Comment:

GCEC should develop and publish a reciprocity guide that specifically addresses CNMI and other U.S. jurisdictions and explains how full, emergency, limited, temporary, and provisional credentials will be evaluated.

This is particularly important because GDOE continues to recruit experienced educators from the CNMI. Applicants should not be automatically excluded or placed at a substantially lower certification level solely because of the title assigned to their credential by the issuing jurisdiction.

2. Strengthen Recognition of Prior Teaching and Instructional Experience

Placement: Redesignate the current Fast Track provision and place it after the Pre-Professional Basic Skills Assessment section.

The current bill recognizes two years of documented and verifiable teaching experience, including college/university, vocational, military, business-sector, and related teaching experience, as a basis for waiving student-teaching or internship requirements.

Proposed Amendment Language:

“(t) Recognition of Prior Teaching or Instructional Experience.

(1) An applicant may satisfy a student teaching or internship teaching requirement upon presentation of evidence of at least two (2) years of documented and verifiable teaching or instructional experience determined by the Commission to be substantially equivalent to the applicable student teaching or internship requirement.

(2) Teaching or instructional experience may include experience in a K-12 educational setting, college or university, vocational or technical education program, military education or training program, business or industry instructional program, or other related scholastic or instructional setting.

(3) Both years of teaching or instructional experience shall indicate satisfactory performance.

(4) The Commission shall establish and publish criteria for determining whether prior teaching or instructional experience is substantially equivalent to the applicable student teaching or internship requirement.

(5) Recognition of qualifying experience under this Subsection shall not be limited solely to participants in the Fast Track Teacher Certification Program.”

Implementation Comment:

GCEC should establish a standard verification process identifying acceptable documentation, length and nature of experience, instructional responsibilities, subject matter, grade or age level, supervision, and satisfactory performance.

3. Recognize School-System-Provided Professional Education and Training

Placement: Add a new subsection immediately following the proposed prior-experience provision.

The current rules define an approved program primarily around programs offered through accredited institutions and include supervised student teaching or internship field experience. The administrator certification provision also relies heavily on university-based preparation.

Proposed Amendment Language:

“(u) Recognition of School System-Provided Professional Education and Training.

(1) The Commission may recognize professional education coursework, training, or structured instructional programs developed, sponsored, or provided by a public school system or other recognized educational agency when such coursework, training, or program is substantially equivalent in content, instructional hours, learning objectives, and assessment to the applicable certification requirement.

(2) Qualifying instruction may include, but is not limited to, school law taught by licensed attorneys or judges; school administration or educational leadership taught by experienced administrators; pedagogy, curriculum, assessment, special education, or other educator preparation coursework taught by appropriately qualified educators or subject-matter experts.

(3) Such coursework or training shall not be denied recognition solely because it was not offered for university credit or through a college or university, provided the applicant submits sufficient documentation demonstrating the content, duration, instructor qualifications, learning objectives, assessment, and successful completion of the course or program.

(4) The Commission shall establish and publish criteria for determining substantial equivalency and the documentation required for recognition under this Subsection.”

Implementation Comment:

GCEC should establish an equivalency review process requiring, at minimum, course or program descriptions, instructional hours, learning objectives, instructor qualifications, assessment methods, and evidence of successful completion.

The Department’s concern is that professional preparation should not be rejected solely because it was provided by a school system rather than a university. For example, school law may be appropriately

taught by an attorney or judge, while school administration may be taught by experienced administrators. The determining factor should be the rigor, content, duration, and demonstrated completion of the program.

4. Correct the Duplicate §8104(s) Designation

Placement: Section 3, within §8104.

The current bill contains two provisions designated as subsection “(s)” —the existing Fast Track provision and the new Pre-Professional Basic Skills Assessment provision.

Proposed Amendment:

Retain:

“(s) Pre-Professional Basic Skills Assessment.”

Redesignate and amend the existing Fast Track/prior-experience provision as:

“(t) Recognition of Prior Teaching or Instructional Experience.”

Add the school-system training provision as:

“(u) Recognition of School System-Provided Professional Education and Training.”

Implementation Comment:

All internal cross-references should be reviewed and corrected before enactment.

5. Require Publication of Basic Skills Assessment Requirements

Placement: At the end of §8104(s), following subsection (1)(F).

The bill permits applicants to satisfy the BSA requirement through coursework, combinations of coursework and examinations, SAT or ACT, Praxis Core, AP examinations, and other options approved by GCEC.

Proposed Amendment Language:

“(2) The Commission shall publish on its official website the eligibility criteria, qualifying scores, acceptable coursework, required documentation, approved examinations, and procedures for determining satisfaction of the Pre-Professional Basic Skills Assessment requirement.”

Implementation Comment:

GCEC should maintain a current applicant checklist and guidance chart so applicants, educator preparation programs, and GDOE are working from consistent published standards.

6. Retain the Updated Administrator Standards Reference

Placement: §8110(a)(1).

GDOE supports the bill's reference to the current Guam Education Board-adopted administrator standards.

Recommended Technical Language:

“The approved school administration program shall include skills for K-12 school-level administration and shall be aligned with the current administrator standards adopted by the Guam Education Board; or the program shall be from an accredited college or university within any of the fifty (50) states or administrative jurisdictions and meet applicable accreditation requirements recognized by the Commission.”

Implementation Comment:

GCEC should keep its certification guidance aligned with the administrator standards currently adopted by the Guam Education Board and update the guidance whenever those standards are revised.

7. Retain the One-Time Renewal of the Temporary School Counselor Certificate

Placement: §8112(a)(3).

GDOE supports the proposed one-time renewal for a Temporary School Counselor Certificate when the applicant completes twelve semester hours applicable toward the Initial School Counselor Certificate during the certification validity period and demonstrates satisfactory counseling performance.

Recommended Technical Language:

“(3) Renewability. A Temporary School Counselor Certificate may be renewed one (1) time, provided the applicant presents evidence of the following:

(A) earned twelve (12) semester hours applicable to the requirements of an Initial School Counselor Certificate within the certification validity period; and

(B) satisfactory performance evaluation in counseling.”

Implementation Comment:

GCEC should identify which coursework qualifies toward the twelve-credit requirement before the certificate holder enrolls in the coursework.

8. Technical and Conforming Amendments

Placement: Add a new section before Severability.

Proposed Amendment Language:

“Section __. Technical and Conforming Amendments. The Guam Commission for Educator Certification shall make necessary technical and conforming corrections to the rules approved herein, including subsection numbering, internal cross-references, terminology, grammatical corrections, and removal of superseded language, provided that such corrections do not substantively alter the requirements approved by I Liheslaturan Guåhan.”

Implementation Comment:

A final line-by-line legal and technical review should be completed before implementation. The current bill contains duplicate subsection numbering and areas where existing and replacement language appear together.

GDOE Recommendation

The Department's intent is not to lower certification standards. Rather, GDOE recommends ensuring that certification decisions reflect an applicant's actual preparation, verified experience, demonstrated competency, and professional performance.

Of particular importance are the recognition of experienced educators from the CNMI and other U.S. jurisdictions, recognition of legitimate school-system-provided professional education and training, and the ability to avoid duplicative student-teaching or internship requirements when equivalent competency has already been demonstrated.

These amendments will provide greater clarity, consistency, and flexibility while maintaining GCEC's authority to uphold appropriate professional standards.

We appreciate the opportunity to provide these recommendations and remain available to work with your office and the Guam Commission for Educator Certification on final amendment language.

Senseramente,

Judith T. Won Pat, Ed.D.
Superintendent of Education
Guam Department of Education

An Open Letter to the Honorable Senators of the 38th Guam Legislature

Re: Recognizing Experience and Modernizing Teacher Certification in Guam

Honorable Senators,

I write to you as a veteran educator who has devoted the past sixteen years to serving the students of the Mariana Islands. Throughout my career, I have remained committed to academic excellence, professional growth, and the belief that every child deserves access to highly qualified teachers.

For fourteen years, I taught at the largest public middle school in the Commonwealth of the Northern Mariana Islands (CNMI), where I was committed to helping students achieve academic excellence while supporting their personal growth and development. Throughout my career, I fostered a learning environment that encouraged critical thinking, confidence, and resilience.

As a pioneer in competitive academic programs, I coached public middle school students from the CNMI to compete successfully at the national level in the National Junior Speech and Debate Association and the Junior International Thespians Society. Under my guidance, students represented the CNMI alongside peers from all fifty states and U.S. territories, demonstrating excellence in communication, critical thinking, and performance.

Beyond the classroom, I collaborated closely with colleagues to strengthen instructional practices, mentored new teachers as they developed their professional skills, partnered with families to support student success, and continuously pursued opportunities for professional growth to enhance my effectiveness as an educator.

To better serve my students, I earned a Master of Education from Framingham State University, America's first public normal school for teacher preparation, founded in 1839. I also earned the Professional Teacher Certificate, the highest level of teacher certification issued by the CNMI Public School System.

When I accepted the opportunity to continue my teaching career in Guam two years ago, I did so with great optimism. Guam and the CNMI are neighboring U.S. jurisdictions that share deep historical, cultural, and educational ties. We face many of the same challenges, including the recruitment and retention of qualified teachers. It seemed reasonable to expect that experienced educators moving between our public-school systems would be welcomed through a certification process that recognizes equivalent qualifications while maintaining rigorous professional standards.

After submitting my credentials for evaluation, I received written guidance from the Guam Commission for Educator Certification (GCEC) informing me that I would be required to complete several additional courses at the University of Guam, including ED-492: Student Teaching, before becoming eligible for teacher certification.

As a veteran educator with sixteen years of successful classroom experience, a regionally accredited Master of Education, and the highest level of teacher certification issued by the CNMI, I found this requirement both surprising and difficult to reconcile with my professional qualifications.

Student teaching is intended as a supervised pre-service experience for teacher candidates entering the profession. It allows future educators to demonstrate classroom readiness before assuming responsibility for their own students. Having already served as the teacher of record in a public school for sixteen years, I have demonstrated those competencies through years of successful professional practice. Requiring an experienced educator to complete student teaching again does not strengthen educational quality; rather, it duplicates experience that has already been established through nearly two decades of classroom service.

Beyond the redundancy, these requirements impose significant financial costs, require considerable time, and delay certification for educators who are already fully capable of serving students. At a time when Guam continues to face challenges in recruiting and retaining experienced teachers, policies that create unnecessary barriers deserve thoughtful review.

My concern extends beyond my own circumstances.

If an educator who possesses sixteen years of successful public-school teaching experience, a graduate degree from a regionally accredited university, and the highest level of professional certification issued by another U.S. jurisdiction must repeat introductory teacher preparation requirements, what message does that send to other experienced educators considering careers in Guam?

How many qualified teachers from the CNMI and other U.S. jurisdictions decide not to pursue employment in Guam because the certification process is unnecessarily costly, confusing, or time-consuming?

How many experienced educators choose opportunities elsewhere because they are asked to repeat coursework designed for individuals entering the profession for the first time?

Every experienced teacher discouraged by unnecessary administrative barriers represents a missed opportunity for Guam's students, schools, and communities.

Across the United States, many states and territories have adopted reciprocity agreements or streamlined certification pathways that recognize experienced educators licensed in other jurisdictions. These approaches maintain rigorous professional standards while reducing unnecessary duplication, supporting workforce mobility, and helping schools recruit and retain accomplished teachers. Guam has an opportunity to adopt similar policies that preserve educational excellence while addressing ongoing teacher shortages.

I fully support maintaining high standards for teacher certification. Our students deserve exceptional educators. At the same time, high standards should recognize demonstrated professional competence. Sixteen years of successful classroom teaching, a regionally accredited Master of Education, and a Professional Teacher Certificate from another U.S. jurisdiction should carry meaningful weight in the certification process.

Accordingly, I respectfully urge the Guam Legislature to review the statutes, regulations, and policies governing educator certification and to consider reforms that would:

- Establish reciprocity or streamlined certification pathways for experienced educators licensed in other U.S. jurisdictions, including the CNMI.

- Recognize extensive, successful classroom experience as evidence of professional competency.
- Eliminate redundant requirements, such as student teaching, for educators who have already demonstrated years of successful classroom practice.
- Give full consideration to graduate degrees earned from regionally accredited universities.
- Simplify certification requirements and provide applicants with clear, consistent guidance.
- Reduce unnecessary costs and administrative delays that discourage qualified educators from teaching in Guam.
- Improve transparency, communication, and accountability throughout the certification process.

These reforms would not lower professional standards. Rather, they would strengthen Guam's education system by recognizing demonstrated achievement, respecting professional experience, encouraging educator mobility among U.S. jurisdictions, and making Guam more competitive in attracting and retaining outstanding teachers.

Education is one of Guam's greatest investments. Every policy affecting educators ultimately affects students. By modernizing the teacher certification process, the Legislature has an opportunity to remove unnecessary barriers, respect proven professional accomplishment, and ensure that qualified educators spend their time where they are needed most, in Guam's classrooms.

I remain proud of my years serving the students of the CNMI, and I am equally committed to serving the students of Guam. My hope is that Guam will become a leader in recognizing professional excellence, valuing experience, and adopting policies that attract and retain dedicated educators from across our region.

I respectfully ask the Guam Legislature to examine whether the current certification system appropriately recognizes the qualifications of experienced educators from other U.S. jurisdictions specifically the CNMI. A thoughtful review, conducted in collaboration with educators, school leaders, and the Guam Commission for Educator Certification, could identify meaningful opportunities to modernize the certification process while preserving the high standards Guam's students deserve.

Thank you for your service to the people of Guam and for your thoughtful consideration of this important issue. I appreciate your commitment to strengthening public education and respectfully ask for your support in ensuring that Guam's certification system reflects both educational excellence and fair recognition of proven professional experience.

Respectfully yours,

Maria Victoria M. Nishida, M.Ed.

Veteran Educator – 16 Years of Service

2024 CNMI Public School System Teacher of the Year Finalist

Teacher of the Year 2024 – Hopwood Middle School

CNMI Professional Teacher Certificate Holder

Master of Education – International Teaching, Framingham State University



Office of Senator Borja <contact@senatorvinceborja.com>

Concerns regarding proposed changes to teacher and counselor certification requirements

2 messages

DEAN ANTHONY OLAH <olahd@triton.uog.edu>

Wed, Sep 23, 2026 at 7:37 AM

To: "contact@senatorvinceborja.com" <contact@senatorvinceborja.com>

Dear Senator Borja,

I teach on Wednesday and may be unable to attend the hearing, so I am submitting my concerns in writing. I am a full professor in the University of Guam School of Education (SOE), and I believe several provisions of this bill would lower the standards for who leads Guam's classrooms without adequate safeguards.

1. Elimination of the basic skills exam—§8104(s)(1)(A)(i). Allowing candidates to substitute a grade of B or better in a math, reading, and writing course for the Praxis effectively eliminates the exam. Every SOE graduate already passes Tier I of UOG's general education, so virtually every graduate would be exempt. If our candidates have truly mastered basic literacy and numeracy, they should have no difficulty demonstrating it on an objective, external assessment.

2. Reciprocity works both ways. Other states accept Guam's certificate because it is backed by objective measures. Removing them jeopardizes reciprocity and devalues a UOG degree for the many graduates who plan to work for DoDEA or need a portable credential.

3. Weak course-substitution safeguards—§8104(s)(1)(A)(iii). Courses satisfying the basic skills requirement need not clearly cover reading, writing, or math; a dean's letter stating the course "substantially addressed" the subject suffices, and one course may cover both reading and writing. At minimum, the law should require learning outcomes aligned with those areas.

4. Undefined "alternative" to Praxis II – §8105(b)(1)(D). The bill adds "or alternative provided by the GCEC" with no criteria. Subject-matter competency could be certified without any standardized content exam.

5. Unlimited GCEC discretion—§8104(s)(1)(F). The catch-all "Other options (tests or courses) as may be determined by the GCEC" sets no floor, no standard, and no external review. Combined with replacing every reference to Praxis I/Core with a GCEC-defined "Pre-Professional BSA" category, certification requirements could be lowered or eliminated without legislative involvement, simply by updating a website.

To be clear, I support GCEC's oversight role and have no objection to multiple pathways or to replacing one exam with another. Many states have done so. My concern is that any pathway must demonstrate the same essential competencies against a clearly defined, transparent, externally defensible minimum standard. The bill, as written, does not do that.

6. Professional School Counselor Certificate. The bill strikes the Praxis and 200-hour field experience requirements and permits one renewal of the temporary certificate. I understand the rationale may be that Praxis is already required for the initial certificate and that two years of counseling experience overlaps with the 200 hours. If so, that rationale should be stated in the bill. As drafted, it also allows someone to serve as a school counselor for four years without meeting initial certification requirements, a significant change that deserves discussion.

7. Reputation and readiness. Faculty already work to monitor candidate dispositions such as attendance, preparation, professionalism, and completion of required Praxis tutoring. Some students pass coursework yet are not ready to teach; a few later enter classrooms as uncertified part-time employees. Lowered standards would blur the line between these individuals and our well-prepared graduates, undermining public trust and the reputation of SOE. Our AFT Union also supports maintaining high certification standards.

I understand the urgency of the teacher shortage, but I am not convinced this bill is the answer. I ask the Legislature to add measurable expectations, clear criteria for any GCEC alternative, and a mechanism for external review before advancing it.

Thank you for your consideration.

Respectfully,

Dr. Dean Olah, Ed.D.
Professor, School of Education—The University of Guam
Mangilao, GU 96923

O: 1

C: [REDACTED]

Office of Senator Borja <contact@senatorvinceborja.com>
To: DEAN ANTHONY OLAH <olahd@triton.uog.edu>

Wed, Sep 23, 2026 at 7:49 AM

Håfa Adai, Dr. Olah,

Acknowledging receipt of email. Thank you for sharing your thoughts and testimony. Please contact us for any questions or concerns.

Respectfully,



Office of Senator Vincent A.V. Borja

Committee on Education, Libraries, & Public
Broadcasting

38th Guam Legislature

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[Quoted text hidden]

Written Testimony on Bill No 361 38 COR

Dr. Jackysha Green
Elementary Education Program Chair
School of Education, University of Guam

Håfa adai, Chairperson and members of the Committee:

I submit this testimony as Elementary Education Program Chair at the University of Guam School of Education. I support a fair and carefully verified pathway for teacher candidates to demonstrate the reading, writing, and mathematics skills assessed by Praxis Core through qualifying college coursework. I ask that the Guam Commission for Educator Certification establish clear standards for this pathway as it considers the educator certification rules in Bill No. 361-38 (COR).

Our elementary education candidate complete college coursework that requires them to read closely, write clearly, reason mathematically, and apply these skills in their preparation to teach children. Coursework may provide meaningful evidence of foundational proficiency. Course completion alone, however, should not be treated as automatic equivalence to a passing Praxis Core score. The Commission should review what each course teaches, how students are assessed, and whether the evidence covers the competencies required in each assessment area.

For example, UOG's EN 110 and EN 111 could be reviewed together for reading and writing competencies. An appropriate combination of mathematics courses could be reviewed for numerical reasoning, algebra, geometry, statistics, probability, and problem solving. These are proposals for review, not approved substitutes. UOG should first verify current course descriptions, syllabi, learning outcomes, and assessments. The Commission should decide whether the documented evidence is sufficient and identify any gaps candidates must address.

The same process should be available to candidates from other accredited colleges and universities. A candidate's preparation should be judged by documented competencies under common standards, regardless of the institution attended. This matters to transfer students, returning residents, and candidates who earned their degrees outside Guam. The Commission should publish approved course combinations and a process for reviewing courses that have not yet been evaluated.

Current candidates also need a clear transition plan. Some have already completed relevant courses, passed one or more Praxis Core tests, or begun student teaching. Please state when any new pathway would take effect, whether completed coursework may qualify, and how previously passed tests will be recognized. Timely guidance will help candidates and their advisers plan accurately.

I encourage the Commission to consult UOG and other educator preparation institutions when developing the course review process. Institutions can provide course materials and answer academic questions. The Commission should retain responsibility for approving equivalencies, verifying individual applications, and administering certification decisions. This division of responsibilities will keep the process consistent without placing application verification on academic programs.

I respectfully ask the Committee and the Commission to preserve rigorous expectations while allowing candidates to demonstrate foundational skills through approved examinations, verified coursework, or an authorized combination of the two. A transparent process will serve prospective teachers and the children they are preparing to teach.

Si Yu'us ma'åse' for considering my testimony.



SCHOOL OF EDUCATION
Office of the Dean

To: Committee on Education, Libraries, and Public Broadcasting
From: ShinHwa Lee, Master of Arts in Counseling Program Chair, University of Guam
Date: September 22, 2026
Subject: Written Testimony for Bill No. 361-38 (COR), Section 6. 8112 School Counselor Certification

Dear Chairperson and Members of the Committee,

Thank you for the opportunity to provide written testimony on the proposed Bill No. 361-38 (COR), Section 6. 8112. My name is ShinHwa Lee, and I am submitting this testimony as a program chair in the Master of Arts in Counseling program at the University of Guam.

While I **generally support** the proposed updates/revision to the school counselor certification requirements, I want to address a potential loophole regarding the **renewability of the Temporary School Counselor certification**.

The renewability of the Temporary School Counselor certification allows individuals to practice for up to 4 years. A **potential loophole** is that an individual practicing for 4 years under a Temporary certification who simultaneously completes a master's degree in School Counseling could theoretically satisfy the requirements for the **Professional School Counselor certification**, completely bypassing the **Initial School Counselor certification** stage.

The progression from Initial to Professional certification is intended to ensure structured supervision/mentorship, evaluation, and professional development during early practice under full credentialing. Bypassing this step creates confusion in credentialing standards and undermines the structured professional growth sequence intended by the certification tiers.

To prevent it, I respectfully suggest refining the eligibility requirements for the **Professional School Counselor certification**. It should clarify that experience accrued under a Temporary certification cannot be applied directly toward fulfilling the practice requirements for the Professional certification.

Thank you for your time, leadership, and commitment.

Respectfully,

ShinHwa Lee

ShinHwa Lee, Ph.D.
Program Chair, Associate Professor of Counseling
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Dear Speaker Blas and Senators,

My name is Ron McNinch and I spoke this morning at the hearing regarding Bill 361. The following written testimony is a summary of basic points. In most testimony, I try to limit my comments to less than five minutes and I do not use AI in any official writings. I have numbered these points for convenience.

- I am currently an elected school board member and was elected in 2022 and 2024. I served as an appointed member 2016-2023. I will be re-elected in November given that there are four candidates for six positions. All 2027 members will be male at this point. I was told by several interested persons that the education lawsuits were a major reason not to run. A second common reason for not running was the cumbersome paperwork used in Guam elections.
- The educator certification function was moved out of the GDOE due to a minor bribery scandal. A public employee was selling test approvals. Instead of simply prosecuting him and setting strong controls, this separate external commission was formed.
- GDOE had 105 teacher positions open this year. Over 400 students graduated from the university. The university was started in 1952 as a college to train teachers. The government pays UOG between \$40-50 million, GCC gets about \$24 million and GDOE gets about \$272 million. Guam spends about \$340 million a year on education. In spite of this level of funding, we can't seem to educate teachers?
- The big question is, why can't college graduates pass an eighth grade basic skills math and English test? Why does an English teacher need to pass an algebra test? Seven percent of students may have dyscalculia, a learning disorder. They get along fine in other subjects. Some people can sing karaoke, some people can't do math. A math test is not needed for many education areas.
- There are simply better and less expensive ways to certify teachers on Guam. We just have to unify and align several systems to optimize things.
- Regarding certification compacts, any trained human resources professional can likely process a certification request. If we are in a common system, our scarce resources can more easily be raided. This is what happens with the nurses we train. It is easy to see how many nursing graduates who finished in 2016 are still on Guam today. Most are long gone and many were raided.
- Just because a person is certified or has a college degree doesn't mean they have actually attained the skills needed to teach well. If Guam wants to be really serious about teacher education, there is a really simple and effective way to do it. (a) Start future teachers clubs in middle and high schools as well as GCC and UOG. Many young people dream of becoming educators. (b) Align all teacher

education to use an apprentice model. Have college students work 10-20 hours per week in a school supporting a teacher. Give them a full scholarship to do so. They should get college credit for this class experience. (c) Some students may find early on that education is not what they thought it was. Some students go to college for four years to find out the last year they hate teaching? I have seen this several times. "Those who can do. Those who cant teach." "Those who cant teach, administrate." Principals need education too.

- Right now, there is no "walk on" and become a teacher system at UOG. The hoops they make students go through to even declare their education major is terrible. I was an engineering student my first year in college. Like all others in my group, my GPA was 2.0 that year. My gpa was low the rest of my degree program due to this point. An HR professional evaluating my school record would immediately spot this and it would not be an issue. But I would likely not be able to declare a major in education at UOG given this point.

As a final point, there are simply far better ways to manage education and train teachers. Our current systems do not work well right now. A few simple steps could be taken to improve things, but the current systems simply do not work because we have chosen to not fix them.

Sincerely, Ron McNinch

College* of Business and Public Administration (* Pending Action)
Division Chair Public Administration and Legal Studies
Associate Professor of Public Administration
The Distinguished Professor of Guam (LR 30-72)
Elected Member of the Guam Board of Education (2023-present; Appointed 2016-2023)
Senior Professional in Human Resources (1998-present) (SPHR, HRCI)
Certified Fraud Examiner (2010-present) (CFE, ACFE)

September 23, 2026

To: Senator Vincent A.V. Borja

From: Dean, Alicia Cruz Aguon, Ph.D.

Re: Testimony in Support of Bill No. 361-38 COR

Håfa adai, **Honorable Chairperson Senator Vincent A.V. Borja and Members of I Mina'trentai Ocho Na Liheslaturan Guåhan,**

Thank you for the opportunity to provide testimony on Bill No. 361-38 (COR). I support the bill's appropriate efforts to transform Guam's educator-certification rules. It will broaden reasonable pathways for demonstrating basic skills, and update provisions for teachers, school administrators, and school counselors. My support is offered with one important recommendation: the Guam Commission for Educator Certification should retain responsibility for verifying an individual applicant's compliance with certification requirements. The University of Guam School of Education should not be assigned a continuing case-by-case verification process that creates an unfunded administrative burden or delays candidates' certification.

SOE supports the following key provisions.

- Multiple pathways for basic skills. Candidates should be able to demonstrate competency in reading, writing, and mathematics through approved college coursework, Praxis Core, qualifying SAT or ACT scores, specified Advanced Placement examinations, or other options formally approved and published by GCEC.
- Recognition of rigorous college coursework. Degree-applicable coursework from a regionally accredited institution, completed with the required grade and credit value, can provide credible evidence of foundational skills. A clear, preapproved course-equivalency list can reduce unnecessary testing barriers while maintaining standards.
- Continued professional assessments. The bill appropriately retains professional knowledge and content expectations for the Initial Educator Certificate. This includes the Praxis Principles of Learning and Teaching test and the applicable content-area test, unless GCEC approves an alternative.

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- Updated administrator standards. Referring to the current administrator standards adopted by the Guam Education Board helps keep certification requirements aligned when those standards are revised.
- A limited renewal pathway for temporary school counselors. Allowing one renewal when the counselor earns applicable credits and receives a satisfactory evaluation can help Guam retain needed personnel while they continue progress toward full certification.

The expanded basic-skills framework is more complex than a single standardized assessment. It may require transcript review, course-equivalency decisions, validation forms, examination-score review, and determinations involving mixed coursework and testing options.

If SOE is required to perform these reviews for every applicant, faculty and staff time would be redirected from teaching, advising, accreditation, clinical partnerships, and direct student support. SOE may also be asked to interpret records from institutions whose courses it did not design or deliver. This could create inconsistent decisions, duplicate files, and confusion for applicants.

GCEC is the appropriate body to apply certification rules consistently to all applicants, regardless of where they completed their coursework or educator preparation. SOE can support the process by identifying UOG courses for advance approval, confirming completion of an SOE program when applicable, providing ordinary official records, and advising candidates based on GCEC's published requirements. SOE should not become the certification-processing office.

For these reasons, I respectfully recommend that Bill No. 361-38 (COR), or the implementing rules, state clearly that GCEC is the final and responsible authority for individual verification.

Requested Clarifying Language

Clarifying language is needed. I respectfully recommend that the bill or its implementing rules clearly state that GCEC should be responsible for validation. This will include validating records issued by other institutions, maintaining duplicate verification files, and be responsible for certification decisions. An educator preparation program may identify courses for GCEC's advance approval and may certify program completion. However, the preparation program should not be required to conduct individual certification eligibility reviews.

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Responsible Entity	Recommended Responsibility
GCEC	Publish standards and approved options; review individual transcripts and scores; determine course equivalencies and mixed-option compliance; maintain forms and records; resolve questions and appeals; and make the final certification decision.
UOG SOE	Identify UOG courses proposed for a preapproved equivalency list; confirm completion of an SOE program or institutional recommendation when applicable; provide ordinary official records; and advise candidates about published GCEC requirements.

Before implementation, GCEC should publish one clear guidance document that identifies

- the approved courses and examinations
- the applicable score thresholds
- procedures for combining options
- required documentation
- processing responsibility
- timelines, and
- an appeal or reconsideration process.

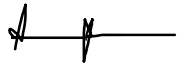
Any duplicated subsections or unclear cross-references should also be corrected. There should be clear guidance to help candidates, educator preparation programs, school employers, and GCEC staff understand their respective responsibilities. In conclusion, Bill No. 361-38 (COR) can reduce unnecessary barriers for qualified educator candidates. At the same time, it will preserve meaningful competency and professional standards. I therefore support the appropriate key provisions described above, provided that the verification structure is simplified. I further assert that GCEC should be administratively responsible for GCEC's certification verification process.

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UOG SOE stands ready to collaborate with GCEC on a preapproved UOG course-equivalency list. SOE will continue preparing and advising candidates for service in Guam's schools.

Sen dāngkolo na si Yu'os ma'āse' (thank you very much).



Alicia C. Aguon
Dean, School of Education
University of Guam

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August 11, 2026

The Honorable Vincent A.V. Borja

Senator, 38th Guam Legislature

Chairperson, Committee on Education, Libraries, and Public Broadcasting

DNA Building Suite 502

Hagatna, Guam 96910

Subject: Testimony in Support of Doc. No. 38GL-26-2454

Håfa Adai Chairperson Borja and distinguished members of the Committee:

On behalf of the Guam Community College Board of Trustees, I respectfully submit this testimony in support of Doc. No. 38GL-26-2454 and the proposed amendments to the Rules and Regulations of the Guam Commission for Educator Certification.

The Board of Trustees recognizes that the strength of Guam's educational system ultimately depends upon the quality of the people we are able to recruit, prepare, certify, and retain as educators.

At the same time, we recognize that the pathways into the education profession must keep pace with the changing realities of our workforce. Guam cannot afford to unnecessarily lose capable individuals who possess the education, experience, knowledge, and commitment to serve our students simply because our certification system does not adequately recognize different ways in which competency may be demonstrated.

The proposed amendments represent a reasonable effort to provide greater flexibility while continuing to protect the professional standards expected of Guam's educators.

From the Board's perspective, these two objectives, access and quality, must continue to go hand in hand.

As the governing board of Guam's public community college, we see firsthand the importance of creating pathways that allow individuals to build upon the education, skills, and professional experience they already possess. This is particularly important as Guam works to address workforce shortages not only in education, but throughout our island.

We therefore support efforts that recognize appropriate college coursework and other legitimate measures of competency, provide reasonable flexibility within the certification process, and help qualified individuals move into professions where Guam needs them.

GUAMCOMMUNITYCOLLEGE

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We also recognize, as Interim President Dr. Virginia Tudela has outlined in the College's testimony, that successful implementation will require continued coordination among the Guam Commission for Educator Certification, Guam Community College, the University of Guam, the Guam Department of Education, and other educational partners. The College has specifically identified the importance of clear procedures and consistent standards as the revised certification pathways are implemented.

The Board strongly supports that collaborative approach.

Our responsibility is not simply to prepare students to earn credentials. It is to help build the skilled workforce Guam needs for its future. Teachers, counselors, administrators, and Career and Technical Education professionals are an essential part of that workforce because they prepare every generation that follows.

For that reason, we believe Guam should maintain high standards while ensuring that our policies do not create unnecessary obstacles for qualified people who are ready and willing to serve.

The Guam Community College Board of Trustees therefore supports Doc. No. 38GL-26-2454 and the proposed amendments to the Rules and Regulations of the Guam Commission for Educator Certification.

We commend the Commission for its work and encourage continued collaboration with Guam's educational institutions as these changes are implemented.

Si Yu'os Ma'åse' for the opportunity to provide testimony and for your continued support of education and workforce development on Guam.

Respectfully,



Carlo M. Leon Guerrero
Chairman
Guam Community College Board of Trustees

22 September 2026

Håfa Adai,

As Professor of Education in the School of Education at the University of Guam and program chair for the Secondary Education program here, I wanted to take some time to provide my thoughts on Bill No. 361-38. I have some pressing concerns about some of the provisions in this bill and I want to thank you for taking your time to carefully consider various perspectives.

The biggest change suggested by this bill appears in to be in section **8104(s)(1)(A)(i)**. That provision in the bill does away with the Praxis entirely in any meaningful sense. Students would just need to show that they have passed a course in math, reading, and writing with a grade of B or better to demonstrate proficiency in literacy, numeracy, and writing. Essentially, this means that likely anyone who passes Tier I of the general education at the University of Guam would be exempted from ever having to take Praxis. However, every single one of our graduating students at the university passes Tier I of the general education. Anybody graduating from our program more or less without exception would automatically be granted a certificate, even if they never bothered to take Praxis.

As a result, it is incredibly unlikely that any teacher candidate would ever pursue any other avenue than this one to meet this certification requirement. Because of this, it is difficult to see this amendment to the current requirements as being made for any reason other than to lower the standards regarding who enters the classroom. As a parent, if I found out my children's teacher couldn't pass Praxis I, I would pull my child out of that classroom immediately. This bill makes it so I would never even know. This decision is not being made with the best interests of the children of Guam in mind. It is simply a misguided way to try to deal with the teacher shortage by lowering the standards. That's not good for the children, and it's not good for the profession. If we had confidence that our candidates had learned their basic literacy, numeracy, and writing skills in their undergraduate experience, we should have no problem with them demonstrating it on an external, objective assessment.

Ironically, this bill also allows for reciprocity with other states who have certified a particular teacher. That's great, but the thing about reciprocity is that it works both ways. Other states only accept our teaching certificate because it is backed with objective measures of our teachers' knowledge of basic skills. Passing this provision would jeopardize those reciprocity agreements and would make a degree from School of Education here at the University of Guam worth less. So many of our students plan to work with DoDEA or need a certificate that is portable (for instance, in the event they have to move with a spouse or partner). It is not fair to those students to put their livelihoods at risk, just because we want to lower the standards of who we allow to lead a classroom here. It's also not fair to those of us who teach in the teacher preparation programs at the university. It is our reputations on the line as we now send less qualified graduates out into the public schools to teach.

As if that weren't enough, the bill suggests an even softer basic-skills verification. I think there has been near universal agreement with the new policy that allows students within a certain number of points of passing the Praxis to take related courses to demonstrate their efforts to

bridge that gap. This bill, however, articulates that a course that meets the reading, writing, or math requirement doesn't even need to clearly cover reading, writing, or math. It can still count for the basic skills requirement with a letter from a dean attesting that the course "substantially addressed" the subject. Moreover, a single course can cover both reading and writing. While I don't expect this procedure would be abused, it certainly could be. It substitutes an administrator's letter for criteria-aligned coursework and/or an objective exam. At the very least, it seems like there should be some other safeguard in place, such as requiring the coursework to explicitly address learning outcomes that are substantially aligned with these areas. (See **8104(s)(1)(A)(iii)**).

I am also very concerned by the amount of unchecked authority this bill would give to GCEC. The bill asks to change the Praxis II requirement to include the wording "or alternative provided by the GCEC." However, the bill itself doesn't specify anything about what criteria this alternative must demonstrate. In effect, at the sole discretion of the GCEC, subject-matter competency could be certified without any standardized content exam at all! At the very least, the sort of alternative and a list of criteria that that alternative must objectively measure should be required before such a provision passes. (See **8105(b)(1)(D)**.)

My biggest issue with this bill, though, is that the bill articulates a pathway to certification, but then adds this catch-all: "other options (tests or courses) as may be determined by the GCEC." Honestly, I'm not even sure why this provision is even being considered in the law. It provides no floor for teacher candidate performance whatsoever. There is no standard for expectations of teacher candidates for certification. There is no mechanism for external review put in place at all. Teacher certification becomes, essentially, whatever GCEC decides it should be, and there is no check on that decision. GCEC can lower the bar or remove the bar altogether without any legislative involvement. This is about as broad an authority as one could imagine. All GCEC has to do to change the requirements or eliminate them altogether is simply to change the website. (See **8104(s)(1)(F)**.)

This bill explicitly replaces everything in the law that mentions Praxis I or Praxis Core with Pre-Professional BSA (Basic Skills Assessment). The effect of this, though, because of that "other options (tests or courses) as may be determined by the GCEC" wording above, means that the specific, named external objective assessments that are currently being used are being replaced by a GCEC-defined category. That category can be expanded indefinitely without oversight, even if (and maybe so that) those standards can be lowered without anything to check those reductions in teacher qualifications. This isn't good for our university, it isn't good for teaching as a profession, and, most importantly, it isn't good for our children.

I would like to thank you for your time and careful consideration of this bill, as I believe it could have grave consequences for the children of Guam.

Most sincerely,

Andrew Grunzke, Ph.D.

Submitted via email.

Testimony in Support of Doc. No. 38GL-26-2454 pursuant to the AAA Law for Proposed Amendments to Existing Rules and Regulations, 5A GAR Education, Chap. 8 Guam Commission for Educator Certification (PL.31-50/PL.32-220).

Thank you, Senators, for this opportunity to provide a testimony in support of the revisions to PL. 31-50/PL 32-220f. My name is Roberta Abaday and I am the Chairperson of the Guam Commission for Educator Certification and speak on their behalf.

The Guam Commission for Educator Certification works regularly on reviewing the laws and requirements for educator certification. The process of review, research, and revision is a lengthy process that we have found works best when we examine smaller portions at a time. Our current examination has focused on the testing requirements which would immediately impact those individuals who want to enter the teaching profession or who are having difficulty achieving the basic skills requirement. Once these revisions have been passed into law, the GCEC will look into other areas of the law to address the needs of the school system and our island's children. The GCEC has completed its due diligence in following the AAA process to promote our mission. The GCEC requests your kind consideration in passing the identified revisions into law as soon as possible so that the new school year will begin with the alternate options in place for certifying educators.

The packet of revisions before you have gone through extensive research and review and the GCEC has followed the Administrative Adjudication Act. Our goal has been to review and revise the law concerning certification in order to meet the needs of the teachers while maintaining standards for educators who are going to shape the future of our island through their impact on the children in the schools.

Over the last few years, we have listened to concerns from potential educators that they are lacking in the basic skills tested in the Praxis Core. There are very few professionals who require licensure for their career, who do not also complete some form of testing to demonstrate basic skills. Medical fields like doctors, nurses, pharmacists, dentists; as well as professionals in engineering/architecture, public accountancy, and law all require testing. Are qualified educators not required to demonstrate their knowledge of basic skills when all the other professionals depend on the basics provided by the educators? Still, the GCEC spent time researching what other jurisdictions were doing concerning their testing requirements and the packet you have provides alternatives that would still maintain standards.

The Guam Commission for Educator Certification followed the AAA law in that after working in committee and with approval of the first draft, the GCEC conducted a public hearing February 16, 2026. The suggestions and comments received were reviewed in committee and revisions were approved by GCEC on March 16, 2026. The completed packet, including revisions, minutes, comments received, economic impact statement, advertisements for public hearing and meetings, were sent to the Attorney General for approval on March 18. The approval, received May 15 stated that the packet "met the standards of law and appropriately followed the Administrative Adjudication Act process." The packet of revisions was then provided to the Governor for her approval which was received on May 27, 2026. The final step for approval is now in the hands of the *Liheslaturan Guåhan*.

GCEC would like to commend Dr. Michelle Santos, GCEC's Executive Director, on her diligence in ensuring the AAA process was followed. Dr. Santos will be able to provide the specifics of the revisions to address the needs of the teachers. The entire Guam Commission for Educator Certification looks forward to your approval of these revisions which will open up more options for educators.

Roberta M. Abaday, NBCT, MAT

Chairperson Guam Commission for Educator Certification



OFFICE OF THE PRESIDENT

Virginia C. Tudela, Ph.D.

August 11, 2026

VIRGINIA C. TUDELA, Ph.D.

Interim President

Guam Community College

**Before the Committee on Education, Libraries, and Public Broadcasting
Senator Vincent A.V. Borja, Chairperson**

Regarding Doc. No. 38GL-26-2454

**Proposed Amendments to the Rules and Regulations of the Guam Commission for
Educator Certification (GCEC)**

Håfa Adai Chairperson Borja and distinguished members of the Committee.

Thank you for the opportunity to provide testimony on **Doc. No. 38GL-26-2454**, which transmits proposed amendments to the Rules and Regulations of the Guam Commission for Educator Certification (GCEC) for legislative review. Guam Community College appreciates the invitation to participate in this public hearing and to provide our perspective on these proposed regulatory changes.

Guam Community College respectfully **concurs with and supports the testimony submitted by the Guam Commission for Educator Certification through its Executive Director, Dr. Michelle M.S. Santos, Ed.D.** We commend the Commission for its thoughtful review of the educator certification regulations and its efforts to modernize Guam's certification framework while maintaining the high standards expected of our educators.

As Guam's public community college and a key partner in educator preparation, workforce development, and Career and Technical Education, GCC recognizes the importance of maintaining a certification system that is both rigorous and responsive to the evolving needs of Guam's schools and students. The proposed amendments represent a balanced approach that preserves educational quality while removing unnecessary barriers that may discourage otherwise qualified individuals from entering the teaching profession.

In particular, Guam Community College supports the proposed expansion of the methods by which educator candidates may demonstrate competency in meeting the Basic Skills Assessment requirement. Recognizing qualifying college coursework, nationally recognized examinations, and other Commission-approved pathways appropriately acknowledges that individuals demonstrate academic proficiency through multiple measures. This approach is especially beneficial for many of Guam's aspiring educators, including working adults, military veterans, career changers, and Career and Technical Education professionals who have already

demonstrated competency through accredited college coursework and professional experience. These amendments have the potential to strengthen Guam's educator pipeline while expanding access to the profession for qualified candidates.

The College also supports the proposed flexibility allowing the renewal of a Temporary School Counselor Certificate. Given the nationwide shortage of qualified school counselors, this measured extension provides local school systems with additional flexibility to retain valuable professionals while they complete certification requirements. Likewise, the proposed updates to administrator standards ensure that Guam's regulations remain aligned with current Guam Education Board standards without requiring frequent regulatory revisions.

While GCC fully supports the intent of these amendments, we respectfully offer several implementation considerations that we believe will contribute to their long-term success.

First, the proposed changes will place additional administrative responsibilities upon educator preparation institutions. As the regulations expand acceptable pathways for satisfying certification requirements, colleges will assume greater responsibility for evaluating transcripts, verifying course equivalencies, documenting candidate qualifications, and coordinating certification recommendations with the Commission. GCC is committed to fulfilling these responsibilities; however, we recognize that successful implementation will require clear procedures, effective coordination, and sufficient institutional resources.

Second, the College believes that statewide consistency will be essential. Because institutions will be evaluating coursework and certifying candidate eligibility under the revised framework, GCC encourages the continued collaboration between GCEC and educator preparation programs to develop standardized guidance, common documentation requirements, and clearly defined course equivalency criteria. Such collaboration will help ensure that all candidates are evaluated fairly and consistently while preserving the integrity of Guam's educator certification system.

Finally, as certification pathways become more flexible, GCC believes it is equally important that rigorous academic standards continue to guide the educator preparation process. Expanding access and maintaining quality are complementary goals, and we appreciate that the Commission's proposed amendments seek to achieve both.

Guam Community College values its longstanding partnership with the Guam Commission for Educator Certification and appreciates the leadership demonstrated by Dr. Michelle M.S. Santos and the Commission throughout this rulemaking process. We look forward to continuing our collaborative efforts to strengthen Guam's educator workforce and ensure that future teachers, counselors, and school leaders are well prepared to serve our island community.

In closing, Guam Community College respectfully **concurs with the testimony and recommendations presented by the Guam Commission for Educator Certification** and

supports the adoption of these proposed amendments. We remain committed to working with the Commission, the Guam Department of Education, the University of Guam, and our educational partners to ensure their successful implementation and to continue advancing educational excellence throughout Guam.

Si Yu'os Ma'åse' for the opportunity to provide testimony.



VIRGINIA C. TUDELA, Ph.D.
Interim President
Guam Community College



KUMISION SETTEFIKASION PARA I MANMANIDUKA
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303 University Drive, SOE Room 105, Mangilao, GU 96913
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Submitted via electronic mail

September 25, 2026

Senator Vince Borja
38th Guam Legislature
I Mina'Trentai Ocho Na Liheslaturan Guåhan
Chair, Committee on Education, Libraries, and Public Broadcasting
238 Archbishop Flores Street
Hagatna, Guam 96910
contact@senatorvinceborja.com

RE: Supplemental Information for Bill 361-38

Hafa Adai Senator Borja,

Thank you for inviting us to provide testimony and respond to questions regarding Bill 361-38. While most testimony supported the bill, some questions focused on the verification forms and guidance. I am providing two draft documents that should not be included in the bill, but may be provided in the packet to show that the GCEC has considered these types of documents and guidance for our applicants.

I was quite concerned by many of the proposed amendments submitted by Dr. Won Pat, beginning with #1, which calls for forced reciprocity instead of professional, objective validation and verification that applicants meet the outlined requirements to become a certified teacher, and by the acceptance of emergency or similar-type certificates, which clearly indicates that applicants are untrained and missing components of preparation. While we may be able to work with some points in the document, we strongly oppose number 3: School System Provided Professional Education. This type of provision effectively negates the need for UOG or GCC, Guam's only public higher education institutions. Moving Guam backward by over 100 years seems irresponsible. For historical perspective, the Naval Govt. first established the Normal School. Two notable names from the first group of 50 completers were Simon Sanchez and Agueda Iglesias Johnston. The Normal School was reestablished in 1946, and then in 1952 the Territorial College of Guam was established in partnership with Ohio State University, in part to provide degree-granting teacher training (Barnett, S. M., n.d., <https://www.guampedia.com/simon-sanchez/>). If we begin to allow and validate school system-provided professional education in this fashion for certification purposes, it will undermine college and university programs, the purpose of accreditation, and overall academic integrity. It is one thing when individuals are already trained educators and take professional development workshops to stay current or learn new skills, but using those workshops as the foundation for certification is inappropriate.

Also, as I explained at the public hearing, the term "Fast-Track" referred to a type of training that served as the original pilot for the University of Guam's Master of Arts in Teaching (MAT) program. The "Fast-Track" has not existed since 2009, when the MAT was adopted as an educator preparation program. Because the "Fast-Track" has not existed for almost 20 years, it was appropriate to remove the reference.

I have other concerns that I won't continue to list here, but I hope we can discuss them.

Please uphold the integrity of educator certification.

Sincerely,

Michelle Santos

Michelle M. Santos, Ed.D
Executive Director, Guam Commission for Educator Certification



GUAM COMMISSION FOR EDUCATOR CERTIFICATION

Guidance Chart for Mixing Basic Skill Assessment Options

The table below is a guide for approved programs that want to evaluate candidates for the Basic Skills requirement based on the options authorized by P.L. XXXXXXXX to mix-and-match two or more pathways for meeting the Basic Skills requirement

Basic Skills Subtest/Option	Minimum Score for Reading	Minimum Score for Writing	Minimum Score for Mathematics
Praxis Core: Reading	156	N/A	N/A
Praxis Core: Writing	N/A	162	N/A
Praxis Core: Mathematics	N/A	N/A	150
SAT: Math (taken after March 2016)	N/A	N/A	
SAT: Evidence-Based Reading and Writing (taken after March 2016)			N/A
ACT: English			N/A
ACT: Math	N/A	N/A	
Advance Placement (AP) English Examination	3	3	N/A
Advance Placement (AP) Calculus	N/A	N/A	3
Advance Placement (AP) Statistics	N/A	N/A	3
*Course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis (with syllabus)	3 semester or 4 quarter units	N/A	N/A
*Course in composition, English, rhetoric, written communication, or writing	N/A	3 semester or 4 quarter units	N/A
*Course in algebra, geometry, mathematics, quantitative reasoning, or statistics	N/A	N/A	3 semester or 4 quarter units

***Note – If using coursework to meet one or more component of the Basic Skills Assessment, the following rules apply:**

- The candidate must have earned a grade of “B” or better in the qualifying coursework
- The coursework must have been taken at a regionally accredited college or university
- The coursework must provide 3 semester units or 4 quarter units of college credit
- The coursework must have been taken for academic credit
- The coursework must be AA or BA/BS degree applicable



GUAM COMMISSION FOR EDUCATOR CERTIFICATION

- If taken at a college or university outside the United States, the courses must be English based courses and must be deemed as equivalent to coursework taken at a regionally accredited college or university in the United States. Foreign-prepared educators must obtain a course-by-course evaluation of their transcripts through a NACES-approved evaluator.

The following coursework is **NOT** acceptable:

- Professional development or continuing education units
- In-service training or workshops
- Non-credit bearing courses
- Courses where credits do not apply toward the requirements for an Associate degree, Baccalaureate degree, or higher degree

Note that off-island basic skill examination subtests cannot be used as a mix-and-match option.

Combination of BSA options

- Must be approved by the Commission



303 University Dr.
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Mangilao, GU 96913

Guam Commission for Educator Certification

Email: office@gcec.guam.gov

Website: www.gcec.guam.gov

VERIFICATION OF BASIC SKILLS

NAME OF RECOMMENDING INSTITUTION:

This is to certify that the individual identified below has completed the Basic Skills Assessment as indicated below. For information on options to meet the basic skills requirement, please visit our website under Services and Resources.

APPLICANT INFORMATION:

Name:

Social Security Number:

CHECK ONE:

☐ The applicant has completed the following degree-applicable approved coursework to meet the Basic Skills requirement:

Reading:

Course Grade:

Writing:

Course Grade:

Mathematics:

Course Grade:

☐ The applicant has completed the following examination to meet the Basic Skills requirement:

Examination:

Date Passed:

Score:

☐ The applicant has completed a combination of the following options to meet the Basic Skills requirement:

Reading:

Score/Grade:

Writing:

Score/Grade:

Mathematics:

Score/Grade:

Examination:

Date Passed:

Score:

AUTHORIZED SIGNATURE:

Signature:

Date:

Name:

Title:



Office of Senator

Vincent A. V. Borja

I Mina'trentai Ocho Na Liheslaturan Guåhan

DNA BUILDING
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CHAIRPERSON
COMMITTEE ON
EDUCATION, LIBRARIES
AND PUBLIC
BROADCASTING

COMMITTEE VOTE SHEET

Bill No. 361-38 (COR) – Vincent A.V. Borja – “AN ACT TO AMEND CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.”

Committee Members	INITIAL	TO DO PASS	TO NOT PASS	TO REPORT OUT ONLY	TO ABSTAIN	TO PLACE IN INACTIVE FILE
Senator Vincent A.V. Borja <i>Chairperson</i>	<i>VB</i>	✓				
Senator Tina Muña Barnes <i>Vice Chairperson</i>	E-VOTE 9/25/26			✓		
Speaker Frank F. Blas, Jr. <i>Member</i>	E-VOTE 9/25/26	✓				
Vice Speaker V. Anthony Ada <i>Member</i>						
Legislative Secretary Sabrina Salas Matanane <i>Member</i>	E-VOTE 9/25/26			✓		
Senator Shelly Calvo <i>Member</i>	E-VOTE 9/25/26	✓				
Senator Christopher Duenas <i>Member</i>						
Senator Eulogio Shawn Gumataotao <i>Member</i>	E-VOTE 9/25/26			✓		
Senator Joe S. San Agustin <i>Member</i>	E-VOTE 9/25/26			✓		
Senator Chris Barnett <i>Ex-Officio Member</i>						



Office of Senator Borja <contact@senatorvinceborja.com>

Request for E-Vote Bill 361-38 (COR)

7 messages

Office of Senator Borja <contact@senatorvinceborja.com>

Fri, Sep 25, 2026 at 10:33 AM

To: "Frank Blas Jr." <speakerblas@guamlegislature.gov>, "Vice Speaker V. Anthony Ada" <vicespeakertonyada@guamlegislature.gov>, Chris Duenas <senator.duenas@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>, "Joe S. San Agustin" <senatorjoessanagustin@gmail.com>

Håfa Adai Committee Members,

Please see attached **Committee Report of Bill No. 361-38 (COR)** – Vincent A.V. Borja – “AN ACT TO AMEND CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.”

Please indicate your preferred action, based on the following options:

- **TO DO PASS**
- **TO NOT PASS**
- **TO REPORT OUT ONLY**
- **TO ABSTAIN**
- **TO PLACE IN INACTIVE FILE**

Please submit your response **ASAP**. Your responses will be logged into the vote sheet which will be submitted as part of the final Committee Report to the Committee on Rules.

Si Yu'os Ma'åse',

**Caden Nathaniel Ong Poblete***Office of Senator Vincent A.V. Borja*

671-969-8423

caden.poblete@guamlegislature.gov

DNA Building Suite 502, Hagatna

**Bill 361-38 (COR) CR Report.pdf**

10919K

Joe S. San Agustin <senatorjoessanagustin@gmail.com>

Fri, Sep 25, 2026 at 11:06 AM

To: Office of Senator Borja <contact@senatorvinceborja.com>

Cc: "Frank Blas Jr." <speakerblas@guamlegislature.gov>, "Vice Speaker V. Anthony Ada"

<vicespeakertonyada@guamlegislature.gov>, Chris Duenas <senator.duenas@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>

To Report Out Only

The Office of Senator Joe S. San Agustin

I Mina'trentai Ocho na Liheslaturan Guåhan

38th Guam Legislature

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Senator Shawn Gumataotao <office.senatorshawn@guamlegislature.gov>

Fri, Sep 25, 2026 at 11:20 AM

To: Office of Senator Borja <contact@senatorvinceborja.com>

Cc: "Frank Blas Jr." <speakerblas@guamlegislature.gov>, "Vice Speaker V. Anthony Ada"

<vicespeakertonyada@guamlegislature.gov>, Chris Duenas <senator.duenas@guamlegislature.gov>, Office Senator Bri <office.senatorbri@guamlegislature.gov>, Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>, Senator Tina Muna Barnes <senator.munabarnes@guamlegislature.gov>, "Joe S. San Agustin" <senatorjoessanagustin@gmail.com>

To Report Out Only

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Office of Senator Eulogio Shawn Gumataotao

Chairman, Committee on Public Safety, Emergency Management, and Guam National Guard

38th Guam Legislature

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Office of Legislative Secretary Senator Sabrina Salas Matanane

Fri, Sep 25, 2026 at 11:41 AM

<office.senatorbri@guamlegislature.gov>

To: Office of Senator Borja <contact@senatorvinceborja.com>

Cc: "Frank Blas Jr." <speakerblas@guamlegislature.gov>, "Vice Speaker V. Anthony Ada"

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To Report Out Only.



Office of Legislative Secretary
SENATOR SABRINA SALAS MATANANE
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On Fri, Sep 25, 2026 at 12:34 PM Office of Senator Borja <contact@senatorvinceborja.com> wrote:

[Quoted text hidden]

Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov>

Fri, Sep 25, 2026 at 1:00 PM

To: Office of Legislative Secretary Senator Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Cc: Office of Senator Borja <contact@senatorvinceborja.com>, "Vice Speaker V. Anthony Ada"

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To Do Pass



Speaker, Frank F. Blas, Jr.

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Senator Tina Rose Muña-Barnes <senator.munabarnes@guamlegislature.gov>

Fri, Sep 25, 2026 at 1:25 PM

To: Office of Senator Borja <contact@senatorvinceborja.com>

Cc: "Frank Blas Jr." <speakerblas@guamlegislature.gov>, "Vice Speaker V. Anthony Ada"

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to report out only

On Fri, Sep 25, 2026 at 12:34 PM Office of Senator Borja <contact@senatorvinceborja.com> wrote:

[Quoted text hidden]

Office of Senator Shelly Calvo <officeofsenatorshellycalvo@guamlegislature.gov>
To: Office of Senator Borja <contact@senatorvinceborja.com>

Fri, Sep 25, 2026 at 2:05 PM

To Do Pass

Respectfully,



Office of the People | Senator Shelly V. Calvo

Majority Whip & Chairwoman

*Committee on Child Welfare, Youth Affairs, Senior
Citizens, Women's Affairs, Disability Services, the Arts,
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On Fri, Sep 25, 2026 at 12:34 PM Office of Senator Borja <contact@senatorvinceborja.com> wrote:

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COMMITTEE REPORT DIGEST

Committee on Education, Libraries and Public Broadcasting
Senator Vincent A. V. Borja, Chairman

I. OVERVIEW:

The **Committee on Education, Libraries and Public Broadcasting** convened a Public Hearing on **Bill No. 361-38 (COR)** on **Wednesday, September 23, 2026** at **9:00 AM** in the Guam Congress Building's Public Hearing Room.

PUBLIC NOTICE REQUIREMENTS:

Public Hearing Notices were posted to the Government Public Notices Portal and disseminated via electronic mail to all Senators and all main media broadcasting outlets on **September 16, 2026** (5-Day Notice), and again on **September 21, 2026** (48-Hour Notice).

SENATORS PRESENT:

Frank F. Blas Jr., Acting Chairperson, Member
Eulogio Shawn Gumataotao, Member
Chris Barnett, Ex Officio Member

ORAL TESTIMONY:

Dr. Alicia Aguon, University of Guam, Dean of School of Education
Ms. Mariesha Cruz-San Nicolas, Guam Community College, Acting Dean of School of Trades & Professional Services
Dr. Michelle Santos, Guam Commission on Educator Certification, Executive Director
Ms. Katherine Ada, Guam Department of Education, HR Administrator
Dr. Ronald McNinch, Guam Education Board, Member

WRITTEN TESTIMONY:

Dr. Ronald McNinch, Guam Education Board, Member
Dr. Dean Olah, University of Guam, Professor of School of Education
Dr. Alicia Aguon, University of Guam, Dean of School of Education
Dr. Virginia C. Tudela, Guam Community College, Interim President
Dr. Jackysha Green, University of Guam, Professor of School of Education
Dr. Andrew Grunzke, University of Guam, Professor of School of Education
Dr. Judith T Won Pat, Guam Department of Education, Superintendent
Dr. ShinHwa Lee, University of Guam, Professor of School of Education
Ms. Maria Nishida
Carlo Leon Guerrero, Guam Community College Board of Trustees, Chairman
Ms. Roberta Abaday, Guam Commission on Educator Certification Board, Chairwoman

II. SUMMARY OF TESTIMONY & DISCUSSION

The public hearing for Bill 361-38 (COR) began at 9:02 A.M

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Håfa Adai and Good Morning. Thank you everyone for being here today. Today's date is **September 23, 2026**. This morning's public hearing held by the Committee on Education, Libraries, and Public Broadcasting is called to order. The time is now 9:02 a.m. Before we begin, I want to uh there are a few housekeeping matters that I will briefly discuss. First off, uh apologies for Senator Borja and Senator Muna Barnes for not being here today. They are actually trying to find more educational opportunities for our people. Okay. The first notice of this public hearing was disseminated to all senators and media outlets on **September 16, 2026** with its second notice disseminated on **September 21, 2026**. Notices of this hearing were also made available on Kandit News Group, the Guam Legislature website and the legislative calendar, and the Government of Guam's Public Notice Portal.

Today's public hearing is being broadcast live on the Guam Legislature's YouTube channel and the transcript will be filed with a Committee on Rules and be made available on the Guam Legislature website.

Today we we will hear testimony on Bill Number 361-38 (COR) **AN ACT TO AMEND CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.**

Um at this time I would like to now welcome my colleagues who are here and joining us.

First off, Senator Shawn Gumataotao and Senator Chris Barnett. Thank you very much, sir, gentlemen, for being here.

Uh before we begin, I'd like to remind everyone in attendance of *I Liheslaturan Guåhan* general rules of conduct. Individuals testifying shall first be recognized by the chairperson before speaking and shall state their full name for the record. Questions and testimony shall be confined to the substance or nature of today's agenda. Personal inferences to the character or motive of any senator or individual testifying are not permitted. Pursuant to Section 11.07 of the 38th Guam legislature standing rules, chairperson may order the removal from a hearing of a committee or a subcommittee of any person who was not a member of *I Liheslaturan Guåhan* and who fails to observe proper decorum. Any violation to this general rule of conduct will result

in immediate removal from the public hearing room. With this said, we will now hear testimony on Bill Number 361-38.

And first off, I will begin with reading Senator Borja's comments and then for them, I had promised I guess one of the individuals that was going to testify but had to go back to school. Okay. I promised I was going to read her comments into the record.

Okay, so this is from Senator Borja

Håfa Adai and Good Afternoon.

We introduced Bill No. 361-38 after reviewing the proposed rules from the Guam Commission on Educator Certification. We found several changes that needed to be made.

Legal counsel advised us that the Legislature has until November 11, 2026, to approve, amend, or disapprove these rules. That is why we moved quickly and hope to place this bill on next week's session.

The bill makes targeted amendments. It gives educators more options to meet the basic skills requirement. It allows a Temporary School Counselor Certificate to be renewed one time under certain conditions. And it updates references to the administrator standards adopted by the Guam Education Board.

We still face a teacher shortage. We should remove barriers that don't need to be there while keeping real professional standards in place. This bill does not lower those standards. It makes our certification rules practical, current, and responsive to what our schools are facing.

We look forward to hearing from GCEC, GDOE, UOG, and everyone who works on educator preparation and certification. Your input will tell us if more amendments are needed before we take final action.

Si Yu'os Ma'åse'.

Okay.

So, before I read this, I want to know if there are a number of people that have testified that would like to be able to actually provide oral testimony.

And so I will call you on the order that I've gotten it. Michelle Santos. Okay. Mariesha Cruz-San Nicolas, Dr. Ron McNinch. and Alicia Aguon. Okay. So, at the order that I called you, can you go ahead and please take a seat?

Okay.

And as promised, um, I'm going to read while you're getting yourself prepared, I'm going to read into the record, okay, testimony that was provided to me earlier today, an open letter to the honorable senators of the 38th Guam Legislature recognizing experience in modernizing teacher certification in Guam. Honorable senators, and this is from She didn't leave her name. Oh boy.

Honorable Senators,

I write to you as a veteran educator who has devoted the past sixteen years to serving the students of the Mariana Islands. Throughout my career, I have remained committed to academic excellence, professional growth, and the belief that every child deserves access to highly qualified teachers.

For fourteen years, I taught at the largest public middle school in the Commonwealth of the Northern Mariana Islands (CNMI), where I was committed to helping students achieve academic excellence while supporting their personal growth and development. Throughout my career, I fostered a learning environment that encouraged critical thinking, confidence, and resilience.

As a pioneer in competitive academic programs, I coached public middle school students from the CNMI to compete successfully at the national level in the National Junior Speech and Debate Association and the Junior International Thespians Society. Under my guidance, students represented the CNMI alongside peers from all fifty states and U.S. territories, demonstrating excellence in communication, critical thinking, and performance.

Beyond the classroom, I collaborated closely with colleagues to strengthen instructional practices, mentored new teachers as they developed their professional skills, partnered with families to support student success, and continuously pursued opportunities for professional growth to enhance my effectiveness as an educator.

To better serve my students, I earned a Master of Education from Framingham State University, America's first public normal school for teacher preparation, founded in 1839. I also earned the Professional Teacher Certificate, the highest level of teacher certification issued by the CNMI Public School System.

When I accepted the opportunity to continue my teaching career in Guam two years ago, I did so with great optimism. Guam and the CNMI are neighboring U.S. jurisdictions that share deep historical, cultural, and educational ties. We face many of the same challenges, including the recruitment and retention of qualified teachers. It seemed reasonable to expect that experienced educators moving between our public-school systems would be welcomed through a certification

process that recognizes equivalent qualifications while maintaining rigorous professional standards.

After submitting my credentials for evaluation, I received written guidance from the Guam Commission for Educator Certification (GCEC) informed me that I would be required to complete several additional courses at the University of Guam, including ED-492: Student Teaching, before becoming eligible for teacher certification.

As a veteran educator with sixteen years of successful classroom experience, a regionally accredited Master of Education, and the highest level of teacher certification issued by the CNMI, I found this requirement both surprising and difficult to reconcile with my professional qualifications.

Student teaching is intended as a supervised pre-service experience for teacher candidates entering the profession. It allows future educators to demonstrate classroom readiness before assuming responsibility for their own students. Having already served as the teacher of record in a public school for sixteen years, I have demonstrated those competencies through years of successful professional practice. Requiring an experienced educator to complete student teaching again does not strengthen educational quality; rather, it duplicates experience that has already been established through nearly two decades of classroom service.

Beyond the redundancy, these requirements impose significant financial costs, require considerable time, and delay certification for educators who are already fully capable of serving students. At a time when Guam continues to face challenges in recruiting and retaining experienced teachers, policies that create unnecessary barriers deserve thoughtful review.

My concern extends beyond my own circumstances. If an educator who possesses sixteen years of successful public-school teaching experience, a graduate degree from a regionally accredited university, and the highest level of professional certification issued by another U.S. jurisdiction must repeat introductory teacher preparation requirements, what message does that send to other experienced educators considering careers in Guam?

How many qualified teachers from the CNMI and other U.S. jurisdictions decide not to pursue employment in Guam because the certification process is unnecessarily costly, confusing, or time-consuming?

How many experienced educators choose opportunities elsewhere because they are asked to repeat coursework designed for individuals entering the profession for the first time? Every experienced teacher discouraged by unnecessary administrative barriers represents a missed opportunity for Guam's students, schools, and communities. Across the United States, many

states and territories have adopted reciprocity agreements or streamlined certification pathways that recognize experienced educators licensed in other jurisdictions. These approaches maintain rigorous professional standards while reducing unnecessary duplication, supporting workforce mobility, and helping schools recruit and retain accomplished teachers. Guam has an opportunity to adopt similar policies that preserve educational excellence while addressing ongoing teacher shortages.

I fully support maintaining high standards for teacher certification. Our students deserve exceptional educators. At the same time, high standards should recognize demonstrated professional competence. Sixteen years of successful classroom teaching, a regionally accredited Master of Education, and a Professional Teacher Certificate from another U.S. jurisdiction should carry meaningful weight in the certification process. Accordingly, I respectfully urge the Guam Legislature to review the statutes, regulations, and policies governing educator certification and to consider reforms that would:

Establish reciprocity or streamlined certification pathways for experienced educators licensed in other U.S. jurisdictions, including the CNMI. Recognize extensive, successful classroom experience as evidence of professional Competency. Eliminate redundant requirements, such as student teaching, for educators who have already demonstrated years of successful classroom practice. Give full consideration to graduate degrees earned from regionally accredited universities. Simplify certification requirements and provide applicants with clear, consistent guidance. Reduce unnecessary costs and administrative delays that discourage qualified educators from teaching in Guam. Improve transparency, communication, and accountability throughout the certification process.

These reforms would not lower professional standards. Rather, they would strengthen Guam's education system by recognizing demonstrated achievement, respecting professional experience, encouraging educator mobility among U.S. jurisdictions, and making Guam more competitive in attracting and retaining outstanding teachers.

Education is one of Guam's greatest investments. Every policy affecting educators ultimately affects students. By modernizing the teacher certification process, the Legislature has an opportunity to remove unnecessary barriers, respect proven professional accomplishment, and ensure that qualified educators spend their time where they are needed most, in Guam's classrooms. I remain proud of my years serving the students of the CNMI, and I am equally committed to serving the students of Guam. My hope is that Guam will become a leader in recognizing professional excellence, valuing experience, and adopting policies that attract and retain dedicated educators from across our region.

I respectfully ask the Guam Legislature to examine whether the current certification system appropriately recognizes the qualifications of experienced educators from other U.S. jurisdictions specifically the CNMI. A thoughtful review, conducted in collaboration with educators, school leaders, and the Guam Commission for Educator Certification, could identify meaningful opportunities to modernize the certification process while preserving the high standards Guam's students deserve.

Thank you for your service to the people of Guam and for your thoughtful consideration of this important issue. I appreciate your commitment to strengthening public education and respectfully ask for your support in ensuring that Guam's certification system reflects both educational excellence and fair recognition of proven professional experience.

Respectfully yours, Maria Victoria M. Nishida, Master of Education

Wow, that's starting.

We're going to start a hearing.

Okay.

Ms. Kat Ada I was told to bring you to the front. Can you come on up from GDOE?

Okay.

Um, let's start from my left to right.

So, Ms. Alicia Cruz , you're going to go first.

Okay. Go ahead and please state your full name and

DR. ALICIA AGUON, UNIVERSITY OF GUAM, DEAN OF SCHOOL OF EDUCATION:

Okay. Alicia Cruz Aguon, Dean of the School of Education, Håfa Adai, Speaker Blas, Senator Barnett, and Senator Gumataotao. I want to thank you for the opportunity to provide this testimony on bill number 361-38.

I support the bill's appropriate efforts to transform Guam's education certification rules. It will broaden reasonable pathways for demonstrating the basic skills It will update the provisions for teachers, the school administrators and school counselors. My support, however, is offered for one important recommendation that the Guam Commission for Educator Certification should

retain responsibility for verifying an individual applicant's compliance with certification requirements.

The University of Guam School of Education should not be assigned a continuing case by case verification process that creates an unfunded administrative burden for delays or delays candidates certification.

The school of education supports the following key provisions of this bill. There are multiple pathways for basic skills.

The candidate should be able to demonstrate competency in reading, writing, and math through approved college coursework. The practice core, qualifying SAT or ACT scores, specific advanced placement exams, or other options formally approved and published by the commission.

The University of Guam School of Education also supports the recognition of rigorous college coursework.

The degree applicable coursework from a regionally accredited institution completed with the required grade and credit value can provide credible evidence of foundational skills.

So a clear pre-approved course equivalency list can reduce unnecessary testing barriers while maintaining standards.

The SOE also supports the continued professional assessments.

This bill appropriately retains professional knowledge and content expectations for the initial educator certificate.

This includes the practice principles of learning and teaching test and the applicable content area test unless the commission approves an alternative. Also, SOE supports the updated administrator standards. Referring to the content administrator standards adopted by the Guam Education Board helps keep certification requirements aligned when those standards are revised.

And lastly, SOE supports a limited renewal path for temporary school counselors by allowing one renewal when the counselor earns applicable credits and receives a satisfactory valuation.

This can help Guam retain needed personnel while they continue progress towards full certification.

The expanded basic skills framework is more complex than a single standardized assessment.

It may require transcript review, course equivalency decisions, validating forms, examination score review, and determinations involving mixed coursework and testing options. If SOE is required to perform these reviews for every applicant, faculty and staff time would be redirected from teaching advising certification accreditation partnerships and direct student support. SOA may also be asked to interpret records from institutions.

This would create inconsistent decisions, duplicate files, and confusion for applicants.

I contend that the commission is the appropriate body to apply certification rules consistently to all applicants.

For this reason, I respectfully recommend that bill number 361-38 or the implementing rules state clearly that the commission is the final and responsible authority for individual verification.

I also contend that clarifying language is needed.

I respectfully recommend that the bill or its implementing rules clearly state that GCEC the commission should be responsible for validation and an educator preparation program may identify courses for the commission's advanced approval and may certify program completion before implementation. However, the commission should publish one clear guidance document that identifies the approved courses and examinations, the applicable score thresholds, procedures for combining options, required documentation, processing responsibility, timelines, and appeal of an appeal or reconsideration process. Any duplicated subsections or unclear cross references should also be corrected. There should be clear guidance to help candidates, educator preparation programs, school employers, and commission staff understand their respective responsibilities.

So in conclusion, the bill can reduce unnecessary barriers for qualified educator candidates. At the same time, it will preserve meaningful competency and professional standards.

I therefore support the appropriate key provisions described above provided that the verification structure is simplified and I further assert that the commission should be administratively responsible for determining individual certification.

The University of Guam School of Education stands ready to collaborate with the Guam Commission on Educator Certification on a pre-approved UOG course list.

SOE will continue preparing and advising candidates for service in Guam schools. However, SOE should not be held administratively responsible for the commission certification verification process. Si Yu'os Ma'ase for your consideration.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Thank you very much. Ma'am, um do you have a copy of your testimony? Written testimony. Can we get a copy of that?

DR. ALICIA AGUON, UNIVERSITY OF GUAM, DEAN OF SCHOOL OF EDUCATION:

Absolutely, Speaker. Thank you.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Thank you very much.

MS. MARIESHA CRUZ-SAN NICOLAS., GUAM COMMUNITY COLLEGE, ACTING DEAN, SCHOOL OF TRADES & PROFESSIONAL SERVICES:

Good morning, Mr. Speaker. Good morning, Senator Gumataotao, Good morning, Senator Bennett. My name is Mariesha Cruz-San Nicolas. I'm the acting dean for the School of Trades and Professional Services at the Guam Community College. I am here on behalf of our interim president, Virginia C. Tudela.

Håfa Adai, Chairperson Borja, and distinguished members of the committee. Thank you for the opportunity to provide testimony on document number 38GL-26-2454, which transmits proposed amendments to the rules and regulations of the Guam Commission for Educator Certification for legislative review. Guam Community College appreciates the invitation to participate in this public hearing and to provide our perspective on these proposed regulatory changes.

Guam Community College respectfully concurs with and supports the testimony submitted by the Guam Commission for Education Certification through its executive director, Dr. Michelle Santos, EdD.

We commend the commission for its thoughtful review of the educator certification regulations and its efforts to modernize Guam's certification framework while maintaining the high standards expected of our educators.

As Guam's public community college and a key partner in educator preparation, workforce development, and career and technical education, GCC recognizes the importance of maintaining

a certification system that is both rigorous and responsive to the evolving needs of Guam's schools and students.

The proposed amendments represent a balanced approach that preserves educational quality while removing unnecessary barriers that may discourage otherwise qualified individuals from entering the teaching profession.

In particular, Guam Community College supports the proposed expansion of the methods by which educator candidates may demonstrate competency in meeting the basic skills assessment requirement. Recognizing qualifying college coursework, nationally recognized examinations, and other commission approved pathways appropriately acknowledges that individuals demonstrate academic proficiency through multiple measures.

This approach is especially beneficial for many of Guam's aspiring educators, including working adults, military veterans, career changers, and career and technical education professionals who have already demonstrated competency through accredited college coursework and professional experience. These amendments have the potential to strengthen Guam's educator pipeline while expanding access to the profession for qualified candidates.

The college also supports the proposed flexibility allowing the renewal of a temporary school counselor certificate, giving the nationwide shortage of qualified school counselors.

This measured extension provides local school systems with additional flexibility to retain valuable professionals while they complete certification requirements. Likewise, the proposed updates to administer standards ensure that Guam's regulations remain aligned with current Guam Education Board standards without requiring frequent regulatory revisions. While GCC fully supports the intent of these amendments, we respectfully offer several implementation considerations that we believe will contribute to their long-term success.

First, the proposed changes will place additional administrative responsibilities upon educator preparation institutions.

As the regulations expand acceptable pathways for satisfying certification requirements, colleges will assume greater responsibility for evaluating transcripts, verifying course equivalencies, documenting candidate qualifications, and coordinating certification recommendations with the commission.

GCC is committed to fulfilling these responsibilities. However, we recognize that successful implementation will require clear procedures, effective coordination, and sufficient institutional resources. Second, the college believes that statewide consistency will be essential because

institutions will be evaluating coursework and certifying candidate eligibility under the revised framework.

GCC encourages the continued collaboration between GCEC and educator preparation programs to develop standardized guidance, common documentation requirements, and clearly defined course equivalency criteria. Such collaboration will help ensure that all candidates are evaluated fairly and consistently while preserving the integrity of Guam's educator certification system.

Finally, as certification pathways become more flexible, GCC believes it is equally important that rigorous academic standards continue to guide the educator preparation process. Expanding access and maintaining quality are complimentary goals, and we appreciate that the commission's proposed amendments seek to achieve both.

Guam Community College values its long-standing partnership with the Guam Commission for Educator Certification and appreciates the leadership demonstrated by Dr. Michelle Ms. Santos and the commission throughout this rulemaking process.

We look forward to continuing our collaborative efforts to strengthen Guam's educator workforce and ensure that future teachers, counselors, and school leaders are well prepared to serve our island community.

In closing, Guam Community College respectfully concurs with the testimony and recommendations presented by the Guam Commission for Educator Certification and supports the adoption of these proposed amendments.

We remain committed to working with the commission, the Guam Department of Education, the University of Guam, and our educational partners to ensure their successful implementation and to continue advancing educational excellence throughout Guam.

Si, Yu'os Ma'ase for the opportunity to provide testimony. Virginia C. Tudela, PhD, interim president, Guam Community College.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Thank you. And before we move on to Ms. Santos, if we can get a copy of that testimony, too, as well.

MS. MARIESHA CRUZ-SAN NICOLAS., GUAM COMMUNITY COLLEGE, ACTING DEAN, SCHOOL OF TRADES& PROFESSIONAL SERVICES:

Yes, Mr. Speaker, there was a stamp of August 6, 2026 from the Guam Legislature Protocol Office.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay. Now, I'm looking at the staff and saying I don't get a copy of it.

MS. MARIESHA CRUZ-SAN NICOLAS., GUAM COMMUNITY COLLEGE, ACTING DEAN, SCHOOL OF TRADES& PROFESSIONAL SERVICES:

I can give you my copy as well.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay. Well, while that's happening, Ms. Santos, thank you very much. You can proceed.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

Good morning. My name is Michelle Santos and I am the executive director for the Guam Commission for Educator Certification.

Thank you for the opportunity to share the rationale for the proposed changes and the research that led to initiating this amendment process. But first, I'd like to thank our commission chairperson.

I believe you have her testimony where she reiterated that we had gone through the AAA process. But I also wanted to thank Senator Borja's office for pushing this forward and hopefully that it gets onto this session agenda.

I bring a unique perspective that I believe is important to share with you.

I'm a certified teacher and school administrator and have practiced in both fields.

I was also heavily involved in educator preparation for the last 15 years and I know what it takes to be a teacher and what our kids need from their teachers.

Education is a profession that requires training and skill.

And before an educator can be expected to teach complex content or sophisticated critical thinking, they must demonstrate fundamental competency in core literacies, typically reading, writing, and quantitative mathematics.

The changes we are proposing maintain a demonstration of those core literacies by offering options for how they are demonstrated.

Before I dig into those changes, it is important to recognize that this is not the first time those competencies or practices have been discussed in this room.

GDOE initially adopted the practice in 2003 to replace the GTEP, the Guam Educators Test of English Proficiency.

The Guam Commission for Educator Certification established by law in 2008 continued with GDOE's selection and the adopted practice pre-professional skills test became the practice core in 2014. Over the years, a couple of senators have proposed removing the test or part of it, but basic reading, writing, and computing skills are the minimum and are not unique to becoming a professional.

And I bring that up because Chief Ignacio, may he rest in peace, was asked in an interview on May 4th with Naveah Anderson about recruitment and struggles with the proficiency test for police officers administered by DOA.

He recognized the struggles and blessed him, he didn't say get rid of the test. He said there are materials available to help you prepare and you've got to prepare. Now we're talking about education.

We're talking about the profession that prepares all other professions.

And we're talking about basic skills.

The basic skills of reading, writing, and mathematics.

The commission has monitored what is happening nationally, done its research and through the AAA process now through a proposed bill proposed changes that will give potential educators on Guam more options while maintaining standards for educator licensure. According to the learning policy institute, an overview of teacher shortages 2025, the basic skills test is not the main factor driving people away from teaching. Regardless, many states are removing the requirement. But let me explain the difference.

Let's use California as an example since we modeled most of our proposals on its law. Institutions of higher education often require a certain level of competency in reading, writing, and mathematics, and they measure those skills with entrance exams. While universities may have removed that requirement during COVID, many are pleading for its reinstatement to ensure students are prepared for university level courses.

Guam's higher education institutions do not have an entrance exam beyond a high school or entrance requirement beyond a high school diploma or its equivalency. Therefore, it is incumbent that a licensing agency maintain a standard to ensure our educators, once again, those who prepare our citizens for all other professions, have the basic skills to think critically within their own content areas. There may be other ways to demonstrate those basic competencies, and that's what these proposed changes will accomplish.

The options in the proposal include scores within the national average on the SAT and or ACT, which are regularly offered to high school seniors and assess reading, writing, or math, or a B or better in identified college level credit bearing English, reading, and writing courses and identified college level credit bearing math courses, or a score of three or better on identified advanced placement exams, or the practice core, reading, writing, math.

And it can also be a combination of those.

And I have actual visuals if you would like.

I think it may help just kind of show you the flow of how certification works for each of those areas.

Um, please note that no new tests are being added. Instead, GCEC is proposing viable options that would both support the standards of basic skills needed for teaching and offer alternative means to demonstrate those skills.

Guam's children deserve teachers who can think, read, write, and compute.

This proposal does not add any additional requirements for future educators.

It provides more options for demonstrating these skills.

This proposal also corrects a couple of other issues.

It clarifies the language explaining the initial school administrative requirements and opens the administrator standards for revision. Second, it allows the temporary certificate in counseling to be renewed once while the holder demonstrates progress toward completing a school counseling program.

And additionally, under the professional school counselor requirement, it removes the redundancy of the 200 hours of field-based experience.

The commission has done its due diligence and hopes for the legislature's support.

I look forward to your questions and hope to clarify areas as needed.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Thank you very much, ma'am. Ms Ada.

MS. KATHERINE ADA, GUAM DEPARTMENT OF EDUCATION, HR ADMINISTRATOR:

Good morning, senators. My name is Katherine Ada. I am the personnel services administrator for GDOE.

I will be reading testimony on behalf of our superintendent, Dr. Judith Won Pat

Hâfa Adai Senators, pursuant to your request, the department the Guam Department of Education submits the following proposed amendments to bill 361-38 relative to the Guam Commission of for Educator Certification Rules and Regulation.

GDOE supports the overall intent of the bill and recommends the amendments below to strengthen educator recruitment pathways, clarify existing certification provisions, and improve consistency and implementation.

In addition to the amendments previously identified, GDOE recommends that the bill address two reoccurring certification concerns affecting recruitment, which is recognition of structural professional education and training provided directly by school systems and equitable evaluation of experienced educators from the CNMI and other US jurisdictions whose credentials may be designed as emergency, limited, temporary, or provisional.

The department believes certification decisions should consider the substance of an applicant's preparation and verified professional experience rather than rely solely on the institution providing the training or the title assigned to a credential by another jurisdiction.

Number one, strengthen interstate and interjurisdictional reciprocity.

The placement on the bill is to amend subsection 8104M currently located in section 3 of the bill.

The current provision allows an individual holding a valid credential from NASDAQ participating state or national board certification to qualify for an initial Guam certificate with comparable endorsement areas.

The proposed amendment language for M is interstate and interjurisdictional reciprocity. Individuals holding a valid educator credential issued by a state, territory, Commonwealth, or other United States jurisdiction, including the Commonwealth of Northern Mariana Islands, may qualify for an educator, a Guam educator certificate with comparable endorsement areas.

Point two, an individual holding a full professional credential without deficiencies from a jurisdiction participating in the NASDAQ interstate agreement or national certification from the national board for professional teaching standards shall be eligible for an initial Guam certificate with comparable endorsement areas subject to applicable Guam specific requirements.

Point three, an applicant shall not be denied consideration for Guam certification solely based on issue solely because the issuing jurisdiction designates applicants credentials as emergency, limited, temporary, provisional, or by another comparable designation.

Point four, for an applicant holding such a credential, the commission shall consider the applicant's total qualifications, including educational preparation, endorsement area, verified years of satisfactory teaching experience, professional evaluations, and completion of applicable certification requirements in determining the appropriate Guam certificate.

Point five, the commission shall provide written notice identifying the Guam certificate for which the applicant qualifies and any remaining deficiencies or Guam specific requirements necessary to obtain a higher level of certification.

Point six, the commission shall establish and publish documentation requirements, procedures for determining comparable endorsements and standards for evaluating credentials issued by other United States jurisdictions. for implementation comment. GCEC should develop and publish a reciprocity guide that specifically addresses CNMI and other US jurisdictions and explains how full emergency limited temporary and provisional credentials will be evaluated.

This is particularly important because GDOE continues to recruit experienced educators from the CNMI. Applicants should not be automatically excluded or placed at a substantial lower certification level solely because of the title assigned to their credential by the issues issuing jurisdiction.

Number two, strengthen recognition of prior teaching and instructional experience. Placement is rededate the current fasttrack provision and place it after the pre-professional basic skills assessment section.

The current bill recognizes two years of documented and verifiable teaching experience including college, university, vocational, military, business sector or related teaching experience as a basis for waiving student teaching or internship requirements. Our proposed amendment language is for recognition of prior teaching or instructional experience.

Number one, an applicant may satisfy a student teaching or internship teaching requirement upon presentation of evidence of at least two years of documented and verifiable teaching or instructional experience determined by the commission to be substantially equivalent to the applicable student teaching or internship requirement.

Number two, teaching or instructional experience may include experience in K-12 education setting, co-college or university, vocational or technical education program, military education or training program, business or industry instructional programs or other related scholastical or instructional setting.

Number three, both years of teaching and instructional experience shall indicate satisfactory performance.

Number four, the commission shall establish and publish criteria for determining whether prior teaching or instructional experience is substantially equivalent to the applicable student teaching or internship requirement.

Number five, recognition of qualifying experience under this subsection shall not be limited solely to participants in the FastTrack teacher certification program. Implementation comment.

GCEC should establish a standard verification process identifying acceptable documentation, length and nature of experience, instructional responsibilities, subject matter, grade or age level, supervision and satisfactory performance.

Number three, recognize the school system provided professional education and training. placement would be to add a new subsection immediately following the proposed prior experience provision.

The current rules define an approved program primarily around programs offered through accredited institutions and include supervised student teaching or internship field experience.

The administrator certification provision also relies heavily on university-based preparation. Our proposed amendment language is recognized under your recognition of the school system provided professional education and training.

Number one, the commission may recognize professional education coursework, training or structured instructional programs developed, sponsored or provided by a public school system or other recognized educational agency. When such coursework, training or program is substantially equivalent in content uh instructional hours, learning objectives and assessment to the applicable certification requirement.

Number two, qualifying in instruction may include but is not limited to school law taught by licensed attorneys or judges, school administration or educational leadership taught by experienced administrators. pedigree pedagogy curriculum assessment special education or other education educator preparation coursework taught by appropriately qualified educators or subject matter experts.

Number three, such coursework or training shall not be denied recognition solely because it's not offered for university credit or through a college or university provided the applicant submits sufficient documentation demonstrating the content duration, instructor instructor qualifications, learning objectives, assessments, and successful completion of the course or program.

Number four, the commission shall establish and publish criteria for determining substantial equivalency and the documentation required for recognition under this subsection. Implementation comment.

GCEC should establish an equivalency review process requiring a minimum course or program descriptions, instructional hours, learning objectives, instructor qualifications, assessment methods, and evidence of successful completion.

The department's concern is that professional preparation should not be rejected solely because it was provided by a school system rather than a university.

For example, school law may be appropriately taught by an attorney or judge, while school administration may be taught by an experienced administrator.

The determining factor should be the rigor, content, duration, and demonstrated completion of the program.

Number four, correct the duplicate subsection 8104s designation placement section 3 within subsection 8104.

The current bill contains two provisions designated as subsection S

The existing fasttrack provision and the new pre-professional basic skills assessment provision. Our proposed amendment is to retain a pre-professional basic skills assessment, restate and amend the existing fasttrack prior experience expert experience as recognition of prior teaching or instructional experience. Add the school system training provision as. Recognition of the school system pro provided professional education and training. Implementation comment. All internal cross references should be reviewed and corrected before enactment.

Number five, requires publication of basic skills assessment requirements. Placement at the end of subsection 8104 S following subsection F.

The bill permits applicants to satisfy the BSA requirement through coursework, combinations of coursework and examinations, SAT or ACT practice scores, AP examinations and other options provided by GCEC. a proposed amendment language. Number two, the commission shall publish on its official website the eligibility criteria, qualifying scores, acceptable coursework, required documentation, approved examinations, and procedures for determining satisfaction of the pre-professional basic skills assessment requirement. GCEC should maintain a current applicant checklist and guidance chart. So applicants, educator preparation programs and GDOE are working from consistent published standards.

Number six, retain the updated administrator standards reference placement subsection 8110 A1 GDOE supports the bill's reference to the current Guam Education Board adopted administrative standards. um recommended technical language.

The approved school administration programs shall include skills for K-12 school level administration and shall be aligned with the current administrator standards adopted by the Guam Education Board or the program shall be from an accredited college or university within any of the 50 states or administrative jurisdictions and meet applicable accreditation requirements recognized by the commission. GCEC should keep its certification guidance aligned with the administrator standards currently adopted by the Guam Education Board and update the guidance whenever those standards are revised.

Number seven, retain the one-time renewal of the temporary school counselor certificate placement subsection 8112A3.

GDOE supports the proposed one-time renewal for temporary school counselor certificate when the applicant completes 12 semester hours applicable towards the initial school counselor certificate during the certification validity period and demonstrates satisfactory counseling performance.

Um recommended technical analysis language. Three, renewability. A temporary school counselor certificate certificate may be renewed one time provided.

The applicant presents evidence of the following. A earns 12 semester hours applicable to the requirements of an initial school counselor certificate within the certification validity period and B satisfactory performance evaluation and counseling.

GCEC should identify which coursework qualifies towards the 12 credit requirement before the certificate holder enrolls in this course in the coursework. A technical and conforming amendments add a new subsection before severability proposed amendment language is technical and conforming amendments.

The Guam Commission for Educator Certificate Certification shall make necessary technical and conforming corrections to the rules approved, including subsection numbering, internal cross references, um, terminology, grammatical correction, and removal of superseding language, provided that the corrections do not substantively alter the requirements approved by the legislature. A final line by line legal and technical review should be simply completed before implementation.

The current bill contains duplicate subsection numbering and areas where existing and replacement language appear together.

GDOE's recommendation is that the department's intent is not to lower certification standards. Rather, GDOE recommends ensuring that certified certification decisions reflect an applicant's actual preparation, verified experience, demonstrated competency, and professional performance. Of particular importance are the recognition of experienced educators from the CNMI and other US jurisdiction, recognition of a legitimate school system providing professional education and training, and the ability to avoid duplicative student teaching or internship requirements when equivalency equivalent competency has already been demonstrated. These amendments will provide greater clarity, consistency, and flexibility while maintaining GCEC's authority to uphold appropriate professional standards.

We appreciate the opportunity to provide these recommendations and remain available to work with your office and the commission for educator certification on any final amendment language. Sensesamento Judith T. Won Pat.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Thank you very much, Dr. McNinch.

DR. RONALD MCNINCH, GUAM EDUCATION BOARD, MEMBER:

Thank you, Mr. Speaker, and certainly thank you, senators. My name is Ron McNinch.

I'm a Guam Department of Education board member.

I'm an elected member.

I served for three appointments on the school board and was confirmed by the legislature previously and then I've been elected twice in the last two elections and I'm currently sitting for election at the coming board.

I'm not speaking on behalf of the board.

I'm simply speaking on my own views.

I served for five years on the US National School Board called the NASBY Board.

And so this teacher certification question is one that I'm very interested in and I want uh I have a lot of emphasis on and it's something I'm keenly interested in as a board member.

I certainly thank the committee and I certainly thank Senator Borja. He's been a very active chair of education and he's certainly strived to to promote excellence within GDE and he's worked very hard on a lot of these issues. Also, pre uh Senator Barnett has also been very active in uh working with us at the school board and we greatly appreciate all of his efforts. Also, uh ladies and gentlemen, um one quick point I want to make.

We have four openings on the school board.

We have no women on the school board in the coming board. That's something I'd like you to take notice of and just be aware of.

Uh we need to maybe look at that a little bit. uh we have two unfilled elected spots and so certainly those will have to be filled and I want to let whoever is involved in the process of appointing to simply know that uh basically uh I was at the legislature back in the day when they developed the teacher certification process.

This process was developed in reaction to a bribery scandal. They should have simply prosecuted that guy and everybody else involved and be done with it because most certification processes are handled by uh state boards of education proper. They're not done through a separate independent commission in general.

Um a couple of quick things I want to point out.

I will provide written comments afterward.

I generally like to hear what others have to say and then incorporate my comments thusly.

We had 105 open teacher slots this year at GDOE.

We produced 400 people at the university graduation. Why can't we fill teacher slots? That's the question.

The University of Guam was designed to train teachers and we're not training teachers. Why not?

We're spending uh gosh \$24 million a year on GCC, \$40 million a year on UOG, \$450 million total including GDOE.

We're spending a huge amount of money on education on Guam and we're not producing teachers. That Praxis test is the eighth grade math level and eighth grade English level and we can't have college graduates passing it.

It sounds like there's a bigger question than teacher certification going on here. Why are we not producing young people who can pass basic math and basic English when they graduate with a college degree? That's my question.

And I'm a college professor. You know, we've all met the enemy.

The enemy is us.

We need to expect higher standards across the board for everybody. Not just teachers or people who want to become teachers, but for all students and for all parents.

I don't mean to sound like I'm being preachy here, but at an eighth grade math level, you can't pass it when you finish college.

I'm outraged by that as a parent.

I've had two kids in our school system.

This is outrageous.

And so, we need to really look at what the problem is here.

The problem's not a certification commission or rules.

The problem is, are we doing what we're supposed to be doing to simply educate young people?

It's more than buildings.

I know buildings are the talk of the day today. But actually, it's much more than that.

It's not the hardware.

It's the software. That is, we're not doing the things that we need to be doing to train young people to become teachers. and we're not doing the things we need to be doing to train young people to have basic skills for life. That's what I'm concerned about.

And ladies and gentlemen, I'm a big believer in getting young people to identify that they want to be teachers early on, as early as the sixth grade, and even start apprenticing right away.

So, they apprentice to become teachers. A person doesn't pop out of school and say, "I'm a teacher.

I'm qualified.

I've taken a test.

I have been stamped by a certification commission.

I'm a teacher. No, a teacher is much more than that. A teacher is a professional with experience. A teacher is a professional who knows in real time how to handle problems.

I know I've taken more than my share of time here today, ladies and gentlemen, and I do apologize for that. But I genuinely care about our young people, and I know all of you do also.

And the problem is not teacher certification.

The problem is much more than that.

And also the problem is making sure that the people who are educating educators know that there are higher expectations that are going to be made of them because the people should be getting what they pay for and they're paying a lot of money for education on Guam.

Thank you very much.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

I'm now going to open it. Okay. I invite my colleagues if they have any questions to go ahead and start.

I'll start with Senator Gumataotao Sir, you have the floor.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:

Thank you, Mr. Speaker, and thank you all for being with us this morning. Can I ask for the record, was the GCEC engaged at all in the process that led to a measure during the last legislative session uh or term prior to its introduction which proposed to remove the Praxis core mathematics requirement and how did the discussions on that particular proposal inform your respective work in developing the proposed amendment? mentions your rules and regulations that are before us today.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

I'm assuming that's addressed to me.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:

I think so, Dr.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

And I believe that was in the 37th Guam legislature. Correct.

So, concerns about practice or components of it are not new. They've been around since the PPST.

And there were concerns at that time that the writing test was difficult or that the reading test was difficult. Courses were put into place and there were efforts to help people with those skills.

It didn't change with the practice core, but some of the areas of concern changed.

For example, now it seemed to be the math that that was the issue. Again, um I know that there's a grant and those teachers who are uh with DOE and maybe they are long-term subs but maybe having trouble with the practice core, there's practice preparation within that grant to help them pass. One of my first jobs in April of 25 was to look at what was happening in other states.

And so I have a table here of the 50 states that I went through to see what was happening in terms of the basic skills assessment because we knew we needed to look at that um without haphazardly pulling one section or another section out of the test.

So, uh, in looking at what the 50 states are doing, many states have removed a basic skills requirement, but as I said, their college entrance exam covers that or the state um certification office requires that of the education of the approved educator prep program.

So, it doesn't show on the state website that they have this uh basic skills assessment. it's embedded within the approval of the educator prep.

So the data was not super clear but we did evaluate what was happening elsewhere and we are recognizing that the teacher shortage is a nationwide issue.

It's not special to Guam,

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:

Right?

And I don't mean to be a, you know, take a blast from the past if you will, but I want to just kind of help me understand this more uh today in 26.

So, do we know how many people could have been affected if the Praxis related proposal from the last term was approved as drafted?

And with respect to the proposed changes to the rules that are before us today, how many individuals might be impacted by this particular policy? Are there any uh applicants waiting in the wings who could be eligible for leisure under these amended rules? retired college professors, engineers, veterans, retired nurses.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

We don't have a list or a number of people waiting.

We hope that with changes there will be an opportunity to review transcripts and say, "Okay, you know, we have this reading and writing score for you and now you did have this score in math.

So, let's move forward and at least get a temporary certification while you go through an educator prep program." We're not we're not sure how many people are in the wings.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:

All right. Thank you.

Uh, I think your colleague, the chair for the UOG secondary education program, urged the commission to consider the impacts of the proposal on articulation agreements with other US states.

In response, the commission wrote that the proposed changes would not affect its agreements with the National Association of State Directors of Teacher Education and Certification and that the changes would actually align with what other states are doing. Recognizing that several US jurisdictions, I think you may have mentioned, were identified during the commissioned public hearing as having replaced or who otherwise moved from the practice core requirement. Are the proposed changes that we're talking about today consistent with any particular jurisdiction?

I know you mentioned California and has the commission considered piloting these changes over the next three years or another specific period of time.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

We did not consider piloting.

Um maybe because I didn't know that that was an option when it's in law.

If I didn't, we didn't consider that. But we did look at the other jurisdictions and I did um follow almost exactly what California had just because it provided a number of options without eliminating it in whole.

And so um people at this table have recommended, you know, do you have do you have the information available for guidance? Do you have these things? Yes, we do.

We have it ready to go.

We did not want that in legislation so that the documents could be amended as needed.

Um, we don't have the scores.

We're not proposing the scores to be in legislation so that that can be amended. If they do something with the SATs test or the ACT test and we need to amend that score like they did with Praxis, then we want to be able to do that.

So um yes, we did, as I said, look at the other jurisdictions and California seemed to provide the most options in terms of what other states are doing.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:

All right. Thank you so much, Doc.

And then I only have one more question.

And we heard Kat read a very very lengthy uh testimony from the superintendent. She shared during the commission public hearing this past February that she was scheduled to participate again in a chiefs of school conference in March of this year and that she would definitely make sure to get back to the commission on this subject before us today.

So, I'm just going to ask, did the superintendent, because it was pretty lengthy, provide follow-up testimony regarding alternatives for practice core requirements based on her further engagement this past March with other chiefs of schools?

MS. KATHERINE ADA, GUAM DEPARTMENT OF EDUCATION, HR ADMINISTRATOR:

No, we have not met since that time.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:

Okay.

Thank you.

I and why I asked that as we heard the testimony, it was very lengthy that I'm sure that prior to the proposal that was being put forward by the education chair that that would have been absolutely important in the process with the rules.

Um, I know I'm not uh trying to beat up Kat because Kat was just reading the the testimony, but I if you if you go through it, all of that if it was done in maybe the weeks prior, I know it was just submitted on the what 23rd, but it would have been very helpful uh to a draft had a couple of iterations.

I know this is not a rush. There's no I'm not asking the question, Kat, but there was no big rush.

Um but it could have been engaged and I'm hoping that um that she would have done that in the past. Kat, go ahead.

I'm sorry.

MS. KATHERINE ADA, GUAM DEPARTMENT OF EDUCATION, HR ADMINISTRATOR:

Um I just want to clarify my understanding is um she has provided previous feedback regarding the concerns of the bill itself.

And what she listed is specifically the areas just to strengthen a bit more the wordings to ensure that we have some flexibility but at the same time is supportive of the change.

SENATOR EULOGIO SHAWN GUMATAOTAO, MEMBER:

Oh no I mean I don't think there's any question Kat but I mean you can't answer and I know you can't answer for her but when they were earlier this year when she had said she was going to be engaging um I know there's a lot of um priorities.

I mean, we're seeing it all over the place, but in terms of just the sheer amount, she it would if that was offered to me even in the mid part of it or at least engaged in what we're doing today, it would have been pretty tight.

And I'm just just saying this process is uh it's not easy.

It's not quick. But just having what you had presented today on her behalf would have been super helpful in the lead up to this because I know we had this is not the first time we talked about this.

I think the chair was trying to get it earlier in the year.

So I say that uh on the record uh in full respect to this to the former speaker and superintendent that this kind of engagement earlier would have been super helpful to this entire process. But Mr. Chair, that's all I have for now.

Thank you again for the time and appreciate you all being here today.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Thank you very much. Senator Barnett, you have the floor.

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

Si Yu'os Ma'ase, Mr. Speaker, and Buenas to everybody in attendance.

Thank you for your testimony on the panel and uh good morning to our people of Guam watching on the YouTube stream.

Uh and thank you Michelle for your testimony.

And I kind of want to just uh start with the suggestions that were made by the uh superintendent and it is a little disappointing that she wasn't here uh to kind of expand on the testimony, but thank you Miss Kat for providing it.

I saw you taking notes.

So, what are your thoughts on the recommendations that were provided by the Guam Department of Education?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

Well, I mean, actually, there's some very good recommendations. She has that experience and so she's going to bring forth those ideas in terms of publishing uh evaluation information and potentially looking at some experience.

And I understand that that almost links to what the first person's comments were and I mean those are very good comments and something that we need to think about.

I don't agree with everything.

Um uh when we look at NASDAQ and NASDAQ is the National Association of State Directors of Teacher Education and Certification. um all 50 states and Guam are and Washington DC are part of that NASDAQ agreement and that's where they have uh reciprocity guidelines.

Um, states do not tend to accept very rarely have I seen anyone accept an emergency or a provisional certificate from another state because that emergency or provisional certificate is already saying that there are things lacking from this person being a professional educator.

Um, and we don't accept provisional or emergency either. When a person comes in, whether they're military and certified in another state, we accept their certificate, if they're part of that NASDAQ list, Saipan is not.

And that's where we have to go through and do an evaluation that's very different. Have they completed an educator preparation program?

And do they have the transcripts to support that?

And that's been one of the difficult things, which is why I think there were recommendations that school training um in the the school system provided training should equate to what uh is on a an what is within an educator preparation program or what is in an administrator program and you know I I would want some other opinions in this room but that doesn't come on an official transcript and what one person teaches in 45 hours with with uh student learning outcomes may be very different than what's on that college transcript and and comes comes with a certificate of completion versus versus the the university transcript from an accredited institution.

And so, you know, I struggle with that one a bit, but so yes, I was taking quite a few notes.

As I said, some things that I agree with and I appreciate.

Um, FastTrack, that's a colloquialism. Fasttrack was something that when Dr. Sanchez was in place, he got it together before he ever created the Masters of Arts and Teaching program.

So that fasttrack was a group of undergraduate courses, a collection of undergraduate courses that were put together that allowed people to go through. Dr. Guthertz went through that fasttrack program and many others.

Um, but that was prior to the Masters of Arts and Teaching and it was prior to the completion of educator preparation program and that program has all of the courses that an educator would need from special education to assessment to methods to classroom management and the internship aspect.

And so, um, I don't think it would be appropriate to put that back. We've moved on.

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

So, I hope that Uh and so the uh proposed rules and regs as contained in this document would not allow reciprocity from the uh teachers coming from CNMI.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

If a teacher from the CNMI meets the qualifications, for example, say they went to COM FSM, I mean sorry, say they went to NMC and they graduated in their elementary education program. That's completing an educator preparation program.

So that one can be checked off. Their practice scores are a little different and so we would need to look at the practice.

So because Saipan is not part of NASDAQ,

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

And so I know that uh Superintendent WonPathas been pushing for this reciprocity, but you're saying that there exists a pathway if they meet certain certifications for CNMI educators to come to Guam and to be able to receive certification and teach here. They're not completely barred or banned.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

That's correct.

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

Okay.

Thank you. And then what other uh you said you uh had some other concerns, things you didn't agree with with the GDOE uh recommendations because we're so late in the game and uh you know as the Senator Gumato says pretty voluminous testimony. So I'm trying to map out how many sessions we have left and the proposed amendments and changes. I mean it seems like there's a lot of uh changes.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

I mentioned my concerns. I mentioned the emergency provisional.

I mentioned the um fasttrack and um and I mentioned the equating school training or school system provided training to a university transcript and I don't think they're one and the same.

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

Okay. Thank you.

And now on to the issue of the practice uh because you know I was the chair of education at 37th Guam legislature and I remember at the time I think it was senator uh Dwayne San Nicolas who had introduced the bill to wave the practice requirement and you were vehemently opposed uh to that and you know the bill uh never really went anywhere but II have to ask uh and II I know you kind of touched on it in your testimony but just a couple years ago we were holding up the practice as the gold standard kind of the beall endall relative to teacher certification and uh in these proposed rules and and regulations that's kind of changed.

There's been a departure uh from that and I'm just recounting all of the testimony that you gave at the time when we were trying to eliminate the practice about how crucial and critical it was in turning out uh teachers who have the basic grasp of you know subjects that they're going to be teaching uh students.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

So this doesn't change anything in terms of the subject that they'll be teaching.

So educators will still be required to take their subject assessment.

For example, if I'm going to be an English teacher, I would still need to take the language arts 6 to 12 test to be that teacher to show that I have my content knowledge and I would still need to take the principles of learning and teaching Praxis.

I do believe that practice core is extremely important but I have to look at the reality and the reality is that if other states are saying we need options we have teacher shortages um then what are what are potential alternatives and what didn't happen in the past were having alternatives it was remove it and without some study and without some opportunity to um provide alternatives.

We couldn't, we couldn't support that.

And so no, if you throw this out and say, "No, we need to stick with practice." Okay, we'll do that because it guarantees a standard, right?

We're just trying to look at the reality that we know that it's an issue, but we want to make sure that we have some standards in place at the minimum level in order to prepare teachers.

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

Are you able to share because I might have missed it. How many states have moved away from the Praxis as the standalone requirement?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

Um, so at the time, um, there were changes.

I talked about California, but there were also changes in New Jersey, Arizona, and New York.

Um, let's see. Alabama, Alaska has alternatives. They do have the core, but they have alternatives to the SAT and ACT.

Um, some states like Colorado and I would imagine that the group within um I think it was within uh what Dr. WonPatt and Senator Borja brought up in terms of the study that she'll be doing between now and January regarding the interstate teacher mobility compact and there's a group of of states that belong to that and so it looks like most of them have moved away but again my key point with that was is that institutions tend to have um competitive entry.

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

Thank you for that.

So it kind of sounds like just a handful of uh states.

So, I know as a senator sometimes when we look at legislation that's catching fire in the states, we look at how many states have adopted it and you know if it's like 25 or 30 then usually that's a good indicator that we can move forward and have support for that legislation. But I just wanted to uh ask you that to kind of gauge you know are we moving with the herd or is this just um a kind of you know here or there? What about other territories? Are you able to share data on that?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

I have never found anything in Puerto Rico.

I'm not sure about America and Samoa. Um, SAIPAN does have listed practice scores that are lower than what Guam's requirements are.

Um it when I was in the school of education, we had done a study in in our division to look at what lowering the scores might how that might impact and the if we I believe if we had lowered the math score by a couple of points it would have allowed four more people in and so it was it was not significant.

I mean we have people today sitting the test with 200 points. If you sit down to take the test, you get 100.

And people are scoring 114, 120, 124, and the passing score for math is 150.

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

You know, you mentioned uh the late uh Chief Ignacio and um he was very concerned with the potential police officer, law enforcement's inability to pass this test.

And I think it goes uh further.

I don't always agree with Dr. McNinch, but uh he does have a point in that there's a whole lot going on here other than teacher certification.

I mean uh just from the education standpoint, we have to consider the significant learning loss from the pandemic.

And then also I believe social promotion has contributed uh greatly where we have kids who are seniors in high school and don't have a grasp of you know some of the later elementary school uh you know things.

I have a relative who just started teaching at the University of Guam.

Uh they were kind of surprised at just the basic uh skill sets that these students are coming into UOG with.

Uh when I was uh the director of radio operations back in the day as Malafunksion, we took on interns from the school of communications.

And the first thing I would do is I would say, "Hey, write me uh an essay. Give me 500 words on why you want to do this internship and what you think. How do you think it's going to benefit you?" And it was a struggle. uh let you know for them to write it, let alone for me to read it.

Um and and so I wanted to ask because there is a testimony that was submitted relative to the uh Praxis kind of being knocked down as as and the inclusion of other options.

And this testimony uh reads, "Coursework may provide meaningful evidence of foundational proficiency. Course completion alone, however, should not be treated as automatic equivalence to a passing practice core uh score.

The commission should review what each course teaches, how students are assessed, and whether the evidence covers the competencies required in each assessment area.

So, what are your thoughts on that statement?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

I think that's why we established a B or better as a kind of competency level.

Um the uh I think that the university with the course approval process does have specific student learning outcomes identified. They review how those are assessed.

So if in working and as as Dr. Aguon indicated in working closely in determining the courses um either at GCC or at UOG that would meet the reading, the writing and the mathematics uh competencies, then our our basic assumption and even from an accreditator's level is that if this is an EN uh 110 course, we're not going to evaluate each instructor, but in the EN 110 course, if you get this grade, The expectation is is that all students should have these skills because this is EN 110. Here are the student learning outcomes.

And

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

Sorry, and thank you, Mr. Speaker, for the time.

I just had like two more uh questions.

So, there's other testimony that uh categorizes these proposed rules and regs as a um lowering of the standard.

Uh could you respond to that?

And then my last question, M Mr. Speaker, if you will, we have a very significant uh teacher shortage.

So, if we put these rules and regs on the books, what positive impact do you think they'll have on filling the teacher shortage that we're currently suffering from?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

I think it would be irresponsible if we didn't look at what other states were doing.

And I absolutely appreciate the idea that at least having practice, you have a very objective assessment um that that upholds a standard. But I think it would be irresponsible if the commission didn't look at what was happening across the nation, didn't address the needs of our own island in terms of the teacher shortage and at least put some things into place that we have standards, but opened the door. What if it's test anxiety? Right?

So, we're hoping that this will um well, for people who have taken a practice reading test 15 times, that can lead to some anxiety.

So, hopefully there will be other ways that they can meet that to show that they can uh perform and think critically and hopefully in their content area as well.

Um, I hope that addresses the first concern. I hope that this will lead to more teacher certification.

I can hope that it will open the door, but with education, there's a much bigger problem.

Um, and I'm not, this is not in reference to Guam.

This is a nationwide issue. Remember, Guam used to recruit teachers from the states to fulfill our teacher shortage.

And that was when the University of Guam was graduating a lot more education majors. People do not want to go into education. The profession is not respected both in the community because and and and oftentimes teachers have a difficult time with support. Their job has moved away from just teaching and working with the students to uh responding to concerns to attending meetings to filling out paperwork that has taken up more than just what the passion of their content and working with students used to to supply.

So, we have to recognize it's not just a pay issue, but the pay would help and it's not just a test issue, but nationally teachers are saying respect the profession and respect what we do.

And now, um, you know, if I have a student who's not doing the work, the student used to be able to get an F in the class. But now, if a student is not doing the work, you've got to counsel the student, call the parent, bring them in, and explain to your administrator why the student is not doing the work, and then give them another chance to do it.

And then they can choose to or not. But now that's six more steps.

So you know you have to think about what's happened in the profession itself.

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

Thank you for that. Yeah. No, no, no, it's okay.

Uh but do you have any idea?

So we're short, you know, over a hundred teachers.

So if we pass this, how many teachers do you think are in the queue that you know maybe couldn't pass the practice but could meet one of the other uh options for certification?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

That's similar to a question that Senator Gumataotao asked and we don't know that number but I think it would be an opt opportunity to say look at all these options now and use that as a selling point.

And when Dr. McNinch talks about how we've got 400 people graduating from the university.

We now have a way to say hey look at all these opportunities for you.

Education should not be let me try this out for a year or two and see how it works because it affects our kids right but it may open the door to more people becoming educators.

SENATOR CHRIS BARNETT, EX OFFICIO MEMBER:

Thank you and I thank you for your uh testimony and also for answering of the questions because I'm sure you know at least for me I had to reconcile the big reversal or you know the departure from the practice and I think you made some compelling uh points and just relative to educators thank you very much for uh your service you know we have some teachers in the uh family and you know uh we can't legislate respect right we can't legislate a mind shift but what we can uh do as a government is provide more incentive to teachers and I believe that the good news should be coming down from Adelup any day now about the proposed increase to educator

pay and also the uh increase to the administrator uh pay so that's one way we can offer support but definitely we have to uh have the enticements in place so that we turn out more teachers uh from the University of Guam because just anecdotally the last uh UOG graduation I attended uh the so SOE me was like the smallest one.

I mean, I think there were like three.

I mean, just enough people to hold up the uh banner.

So, we got a lot of work to do on that front. But again, thank you to the entire panel for your uh testimony and Si Yu'os Ma'ase, Mr. Speaker, for the generosity with the time. Thank you.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

You're very welcome. Wow. Talking about getting back the skin of an onion.

Okay.

Um Dr. McNinch, you had your hand raised.

I'm going to give you an opportunity before I go into my line.

DR. RONALD MCNINCH, GUAM EDUCATION BOARD, MEMBER:

Thank you, Mr. Speaker.

And thank you, Senator Barnett.

And just very briefly, ladies and gentlemen, the bribery scandal that prompted this certification process over 20 years ago was over testing.

And so this testing concern really is nothing new.

It's actually very long-standing.

Uh the key thing I have about the Praxis exam is it's very expensive.

It costs quite a bit of money to take it.

And the question is because we're an island and we're kind of in our own universe, are there better alternatives to the test that won't cost these extra costs? Because that may be a barrier in and of itself to young people trying to become teachers if they simply can't afford that initial test.

The other thing is charter schools uh and charter school teachers aren't necessarily required to do a lot of these things and so that's a comparative case for Guam.

Um in general uh there should be alternatives to practice.

Uh at my old university between 30 and 60 credits, they required every student to do a quality check to see if they were getting their math and English done before they proceeded on.

And that might be an alternative that can be required of a place like the university. That is why we called it the regent exam in Georgia.

So there's internal ways of checking to make sure people are getting it before they proceed and they end up with a degree and don't have the skill set that they're supposed to have with the degree.

Uh the other thing is uh English and English and art teachers they need to require are should they be required to do a math test?

Uh what do you call a student in college who can't do math? You call him an English major. You call him an art major. You call him a teaching major often because math is not really required at higher levels.

It's a basic skill set.

And by the way, I love math.

I encourage everybody to study as much math as they can.

Finally, on the compact issue, when we have agreements with other states, the question is, do we want our people just like our nurses going to Texas or Las Vegas, or do we want to keep them here?

And so, the question is, should our system be designed to accept, but not necessarily make it really easy for people to leave?

And that's an interesting question because what this compact allows our students to do is as soon as they graduate here, they can go somewhere else.

And so where does our investment go?

We should at least get some work out of them before they leave, especially if they're certified already.

And so those are just some general points, Mr. Speaker, and I greatly appreciate the opportunity to talk today.

Thank you.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

You're very welcome. You know, and along those lines, I don't know if the testing so much is an issue when, as was stated earlier, you only have three graduates from the school of education unless you're right, Chris, you know, Ms Santos, it's I sleep next to educator every night and I hear I hear the struggles.

I hear you know, I hear what's going on.

I hear the Praxis, but I have to agree with Dr. McNinch.

Okay. When your practice is based on 8th grade English and math, please, you have to have some competency.

First off, I don't know how you graduated from college when you didn't have a grasp of eighth grade English and math.

Okay?

And so when we're talking about entry level exams and the problem and the concerns with it are not just something that education's got to deal with.

We just heard law enforcement.

It really bothered me when I heard that some individuals who graduated, you know, accredited universities ranked well in their classes. uh the University of Guam couldn't even pass the GPD, couldn't even pass the law enforcement entrance exam. What's wrong with that photo?

And so, no, don't I don't think it's so much, you know, the testing and I appreciate, just correct me if I'm wrong, there is now an alternative path other than practice to practice that exists
Is there?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

No.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay.

So, you still require this legislation or proposed change to the administrative rules and regulations still hold to that. You need to have Praxis.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

That's correct.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay. But you do you do have an opportunity for individuals to prepare for the Praxis

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

If they are part of certain programs. Yes. There's preparation.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Is that the part of the program? Is that part of the program with the school of education in GCC?

MS. MARIESHA CRUZ-SAN NICOLAS., GUAM COMMUNITY COLLEGE, ACTING DEAN, SCHOOL OF TRADES & PROFESSIONAL SERVICES:

There are wraparound services, Mr. Speaker, at the Guam Community College.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay. So, there are those who have that ability.

DR. ALICIA AGUON, UNIVERSITY OF GUAM, DEAN OF SCHOOL OF EDUCATION:

And we have a free 240 tutoring uh program also for our students for the first 30 days to prepare for the practice math, reading, writing.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay. You know, I mean, so long as you've got that.

And I don't. I still don't want us to get wrapped around just that one single issue.

Um but moving on, you know, the purpose for this hearing is so that we can try for lack of a better term, no pun intended, fasttrack, okay, so that we can get this on, you know, in on the agenda uh for the next session which starts next week. There is a November 11 deadline for this if I'm not mistaken. What happens if we don't pass this and it's not approved by November 11th. What happens?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

I'm not sure what the November 11th deadline was, unless that was part of the AAA process in terms of when the legislature received our initial document. And I think that might be what was referenced in the letter.

Um, I don't know what will happen if this doesn't go through by November 11th, then we just maintain our status quo.

We have our standards and we continue to follow the law as long as it's written.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay.

So, the sky is not going to fall, you know, bridge is not going to collapse and we'll still be but we still have a way to be able to

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

to certify our teachers. Yes.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay. So, we just want to make sure that that's understood.

What are some of the differences between what exists in law today or exists uh in the rules and regulations and some of the proposals that will exist in this current legislation or this current bill? What are some of the I I don't don't you don't have to go line by line. What are some of the major points as well as changes?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

I mean the the the biggest one is uh providing options to practice core and right now practice core we have very specific um uh test scores that need to be met uh for both for all three reading writing and mathematics and the basic skills the pre-professional basic skills assessment provides options such as coursework uh with GCC and UOG helping us work together to identify uh English course that that focuses on writing, an English course that focuses on reading, and one that focus on is on focuses on math. Those would be the three options for coursework.

Um, uh, it could be the SAT scores or ACT scores. There are scores published by iPeds, um, that would, uh, look at the median or mean score there that we could work with. There uh, is the advanced placement uh tests that uh are offered to generally to seniors, juniors or seniors in high school.

And if they score a three or better, that equates to a freshman level class at the university. If it's accepted for uh reading and writing and for mathematics.

So those would be options. Again, that's so now we have SAT, ACT, and AP. Those are all high school exams.

Um Praxis is still there as an option and then a combination.

So if you did uh if you did take the SAT or ACT or if you did well in an English class and a math class but you still needed something in writing, there are ways to meet that.

So uh we have a guidance sheet.

We have the scores identified with the exception of um listing specifically the SAT and ACT because we need to make sure that those median and mean scores are still um publishable and available and there are resources that would support that.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Oh, okay. Lastly,

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

So I'm sorry that was just one area.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay, that's one area. That's great.

Okay.

I mean Okay.

I am because if I ask you to go one more, you're going to miss lunch. Knowing you, Knowing you, we're going to miss lunch. Um so, so in line with all of this, um I I guess now I'm just concerned, you know, when we talk about entrance entrance level exams and a lot of times when entrance level exams are tied to, I guess, college curriculum and other curricula.

Um is there we do this to assure that what we expect for our educators for individuals who want to become educators is that there's course alignment or there's content alignment in what they're learning to what they're going to be tested on.

Is this one of the things that can be assured?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

No. But let me explain why.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

Okay. If I want to be a math teacher, I would take the basic skills.

I would take the core, but then I'm still majoring in math.

And then I'm going to take a practice math subject assessment way over here. That will show you and the public that I know my content.

I know my mathematics. that basic skills over here with reading and writing and the math that's showing that I have the basic competency to do some critical thinking and to read, write and compute.

So, that shows the profession that I have these basic competencies because remember we also do temporary certification and temporary certification if the person can have any major in college.

So they still need to demonstrate those basic competencies and if they've demonstrated their basic competencies in reading, writing and math they have their bachelor's degree. They can go into a classroom as a temporarily certified educator and then begin the certification process.

So, it's a baptism by fire process.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay. But it sounds like a yes but no or no but yes answer.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

It is a no but yes answer because what you asked was will that show the basic skills will practice core show they're competent in their subject area? No.

It shows they're literate. They have the reading, writing and mathematics and they have the critical thinking to be able to be successful and indepth in their content area.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Sure. Sure.

I understand that.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

Okay.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Okay.

So, just to get away from you, don't specifically ask well I I I with regard let's let's go let's go to the mathematics okay that the individual wants to become a math teacher.

Okay.

And obviously, you know, you in math, a lot of people would understand, you need to know critical thinking to be able to get some past some of the equations necessary. But what I'm getting at is there's a tendency that okay, to put it very simply. He wants to be a French teacher, but then this test over here is Spanish. Is there a we got to make sure that it the competencies and the basic knowledges the skills are going to be tested to be able

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

Yes. Okay. Because an educator would still need to be able to do assessment.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Understood.

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

And and write memos and um write 500word essays when they have to get their part-time job at the

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Yeah. Because if they don't get the teacher, he's going to have to go to him.

Okay.

So, um, but I appreciate that. She wants to add something more to Okay. Is there anybody else that wants to provide oral testimony?

Okay. Ma'am, would you like to add before we close?

DR. MICHELLE SANTOS, GUAM COMMISSION ON EDUCATION CERTIFICATION, EXECUTIVE DIRECTOR:

No, thanks.

SPEAKER FRANK F. BLAS JR., ACTING CHAIRPERSON:

Smart.

Okay. Let me just Okay. Do we have anybody else that wants to testify? All right. Okay.

Um, I'm going to ask that u Ms. Aguon and and ma'am the testimonies that you provided uh that we get a we get a copy of it.

We have a copy of the superintendent's testimony. Okay.

If there are no further testimony or questions for the panel, this will conclude the hearing on Bill 361-38 (COR). The committee will continue to accept written testimony on these bills within seven (7) days from today which may be addressed to myself,

Senator Vincent A.V. Borja as Chairman of the Committee on Education, Libraries, and Public Broadcasting and mailed to DNA Building Suite 502, 238 Archbishop Flores Street Hagatna, 96910, Guam. You may also send your testimonies to **contact@senatorvinceborja.com**
This morning's public hearing is now adjourned and the time is now **10:45 A.M.**

Good day everyone!

III. FINDINGS & RECOMMENDATIONS:

The Committee on Education, Public Libraries, and Public Broadcasting hereby reports Bill No. 361-38 (COR) - *As Introduced* - Vincent A.V. Borja, - "AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED." with the recommendation TO REPORT OUT ONLY.

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
2026 (SECOND) Regular Session

Bill No. 361-38 (COR)

Introduced by:

Vincent A.V. Borja 

AN ACT TO *AMEND* CHAPTER 8, TITLE 5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS, RELATIVE TO APPROVING THE GUAM COMMISSION ON EDUCATOR CERTIFICATION RULES AND REGULATIONS PURSUANT TO CHAPTER 9, TITLE 5, §9303(c) OF THE GUAM CODE ANNOTATED.

BE IT ENACTED BY THE PEOPLE OF GUAM:

Section 1. *I Liheslaturan Guåhan* finds that the Guam Commission on Educator Certification transmitted proposed rules and regulations on June 12, 2026, followed by a corrected version on August 13, 2026, to broaden the scope of basic skills assessments for educators, to allow temporary counseling certificate to be renewable one time, and to provide a more generic reference to the school administrator standards that may change under the Guam Education Board.

It is the intent of *I Liheslaturan Guåhan* to *amend* the proposed rules and regulations from the Guam Commission on Educator Certification pursuant to §9303(c), Chapter 9, Title 5, of the Guam Code Annotated.

Section 2. A new §8102(ee) is hereby *added* to Chapter 8, Title 5A, Guam Administrative Rules and Regulations to read as follows:

§ 8102. Definitions.

1 The following definitions and terms, when used in these rules and
2 regulations, shall have the following meanings unless the context clearly
3 indicates otherwise:

4 (a) *Accredited Institution* means a United States regionally
5 accredited college or university or a foreign equivalent.

6 (b) *Acceptable Grades for Credit* means grades in courses to earn
7 acceptable credit must be passing grades in accordance with the institution
8 where the courses were taken.

9 (c) *GPA* refers to the acceptable Grade Point Average.

10 (d) *Administrator* means an educator whose primary duties involve:

11 (1) program development, or

12 (2) supervision or internal management of a school, school
13 program, or school system.

14 (e) *Approved Program* means a program for preparation of
15 professional educators, which is offered through an accredited institution and
16 has been approved by the commission for professional educator certification
17 in which the program is provided and includes a supervised student
18 teaching/internship field experience.

19 (f) *CACREP* (Council for Accreditation of Counseling and Related
20 Education Programs) is an accrediting body for counseling and related
21 programs.

22 (g) *Certification* is a license qualifying the recipient to practice as a
23 professional educator on Guam.

24 (h) *Clock Hours* means actual time spent in professional
25 development.

1 (i) *Commission* means the Guam Commission for Educator
2 Certification, as established under Chapter 27 of Title 17 Guam Code
3 Annotated (Public Law 29-73).

4 (j) *Course* means an instructional unit that has one (1) or more
5 academic credits.

6 (k) *Continuing Education Unit* is a non-credit unit used by
7 regionally accredited post-secondary institutions that are members of the
8 International Association for Continuing Education and Training (IACET).
9 Ten (10) contact hours is equivalent to one (1) CEU. The CEU credit cannot
10 be used for degree credit requirements. For re-certification purposes, three (3)
11 CEU credits will equal to one (1) semester credit.

12 (l) *Credential* refers to the documents that constitute evidence of
13 training, licensure, experience, and expertise of a practitioner.

14 (m) *Educator* is a teacher, administrator, or support professional
15 required by the Commission to hold a certificate.

16 (n) *Endorsement* is recognition of qualifications in a specialized
17 field as indicated on the certificate.

18 (o) *Evaluation* indicates the most recent professional evaluation
19 supplied by a supervisor. A satisfactory evaluation will be indicated by the
20 evaluating entity. As of 2014, Guam Department of Education indicates
21 “Satisfactory” with the ratings “Emerging”, “Effective” or “Highly
22 Effective” and “Unsatisfactory” with the rating “Ineffective”.

23 (p) *Executive Director* refers to the Executive Director of the Office
24 of the Guam Commission for Educator Certification, pursuant to Chapter 27,
25 17GCA (Public Law 29-73).

1 (q) *Guam Certification Office* means the administrative office of the
2 Guam Commission for Educator Certification, pursuant to Chapter 27,
3 17GCA (Public Law 29-73).

4 (r) *IRA* means the International Reading Association.

5 (s) *Mentorship* refers to a program that provides peer guidance to a
6 new educator or administrator, and is approved by Guam Department of
7 Education or an accredited institution.

8 (t) *NCATE* is the National Council for Accreditation of Teacher
9 Education. It is one of the U.S. accrediting bodies for teacher education
10 colleges and institutions. NCATE merged with TEAC (Teacher Education
11 Accreditation Council) to form CAEP (Council for the Accreditation of
12 Educator Preparation) on July 1, 2013 and NCATE will cease to exist by 2020

13 (u) *NASDTEC Interstate Agreement* means the contract sponsored
14 by the National Association of State Directors of Teacher Education and
15 Certification (NASDTEC) concerning reciprocal licensing of educational
16 personnel among participating jurisdictions.

17 (v) *Praxis I* means the pre-professional skills test that measures basic
18 academic skills in reading, writing, and mathematics from Educational
19 Testing Service (ETS).

20 (w) *Praxis II* means a subject assessment from Educational Testing
21 Service of knowledge in a specialty or content area.

22 (x) *Praxis II PLT* means an assessment of pedagogy (Principles of
23 Learning and Teaching) from Educational Testing Service (ETS).

24 (y) *Professional Activities* refer to a variety of activities which meet
25 a goal for educator improvement and professional growth, and may include
26 college and university credits, attending or presenting workshops, seminars,
27 conferences, action research, curriculum development, work experience,

1 district or school committee work, advisorships, mentoring, presentations at
2 conferences, publications, or work on special projects.

3 (z) *Professional Growth Plan (PGP)* is the component of the
4 evaluation program completed by the educator, and approved by the site
5 administrator. It is based on the educator performance standards, and
6 professional activities and/or courses to fulfill the identified standards in the
7 candidate's school/district. The Guam PGP information can be located at the
8 websites for GCEC and the Guam Department of Education.

9 (aa) *Years of Experience* refers to acceptable determination for
10 teacher or administrator length of service as per respective employment
11 agreement.

12 (bb) *Praxis Core Academic Skills for Educators (CORE)* means the
13 series of tests for reading, writing and, mathematics that uses technology to
14 more accurately measure the abilities, content knowledge and critical thinking
15 skills of the teacher candidates from the Educational Testing Service (ETS).
16 This definition will be used in all areas throughout the Rules and Regulations
17 that make reference to Praxis I.

18 (cc) Applicants who have successfully passed portions of Praxis-I
19 and the required portions of Praxis Core to complete the series of tests may be
20 eligible for certification.

21 (dd) CAEP is the Council for the Accreditation of Educator
22 Preparation. It is the new single accrediting body for educator preparation that
23 evolved with the consolidation of NCATE (National Council for
24 Accreditation of Teacher Education) and TEAC (Teacher Education
25 Accreditation Council) on July 1, 2013. This definition will be used in all
26 areas throughout the Rules and Regulations which make reference to NCATE.

(ee) Pre-Professional Basic Skills Assessment (BSA): options for assessing basic skills in reading, writing, and mathematics as outlined in §8104 (s). The use of BSA will mean the options available in all areas throughout the Rules and Regulations that make reference to Praxis CORE as amended in PL.32-220 or Praxis I as noted in the original PL.31-50.

Section 3. §8104(s) is hereby *repealed* and *re-enacted* of Chapter 8, Title 5A, Guam Administrative Rules and Regulations to read as follows:

§ 8104. Issuance of Certificates, General.

(a) Certificates, General. The Certificates issued by the Commission *shall* be those listed in these rules and regulations accompanied by their specific certification requirements and subject to the provisions of these rules and regulations.

(b) Examination of General Knowledge. All candidates for Guam Professional Educator Certification, *except* for those listed in Subsection (c) of this Section, *shall* take and pass the test of essential skills in reading, writing, and mathematics known as PRAXIS I. Applicants shall designate that the Guam Certification Office receive official test scores from ETS. Guam's passing scores for PRAXIS are those scores for Guam as published by ETS.

(c) Exemption from Examination of General Knowledge Requirement. Candidates for the following certificates, due to their unique specialization, *shall* be exempt from the Examination of General Knowledge Requirement under Subsection (b) of this Section:

(1) all Certificates for *Chamorro* Language and Culture under § 8106 of this Chapter;

(2) all certificates issued for Basic Preschool provided under § 8107 of this Chapter; and

1 (3) all certificates issued for Career and Technical Education
2 under § 8108 of this Chapter;

3 (d) Examination of Specialization or Content Area Knowledge.
4 Where applicable, candidates for Guam Professional Educator Certification
5 *shall* pass an appropriate test for content area knowledge. Where no content
6 area test has been approved by the Commission, Guam's content test passing
7 score *shall* be the Praxis II test passing score adopted by the State of Hawaii
8 or a score reflecting eighty percent (80%) pass rate of the average maximum
9 range respectively.

10 (e) Examination of Pedagogical Knowledge. Candidates for Guam
11 Professional Teacher Certification *shall* pass a test for pedagogical
12 knowledge.

13 (f) Certification Validity Date. A certificate shall be valid from the
14 date that the certificate is issued by the Guam Certification Office. The length
15 of certification of that particular certificate *shall* be specified by GCEC rule,
16 unless revoked, suspended, or extended by the Commission.

17 (g) Renewal of Expired Certification. Any person holding an expired
18 Guam Professional Certification is subject to the following:

19 (1) if such certification expired five (5) years *or less* from the
20 date of application for reinstatement, such person *shall* complete the
21 requirements for recertification specified in regulations in effect during
22 the validity period of the expired certificate; *or*

23 (2) if such certification expired *more than* five (5) years from
24 the date of application for reinstatement, such certificate *shall* not be
25 eligible for renewal. The applicant must apply for initial certification
26 pursuant to current requirements.

1 (h) Recency of Study. All applicants seeking professional
2 certification must satisfy recency of study through one (1) of the following
3 routes:

4 (1) completion of six (6) semester hours or equivalent credits
5 in professionally related course work earned within five (5) years
6 preceding the date of application; *or*

7 (2) completion of *at least one* (1) full year of acceptable
8 school experience (teaching, administrative, or program specialist)
9 within five (5) years preceding the date of application while working in
10 one (1) of the fifty (50) states on a valid certificate issued by that state.

11 (i) Basis for Certification. College credits or degrees to be applied
12 towards fulfilling certification requirements must be from accredited colleges
13 or universities of the United States, or any of its administrative jurisdictions
14 notwithstanding any provisions to the contrary contained in these rules.

15 (j) Transcripts. Official transcripts, furnished by the college or
16 university, *shall* be the basis for determining the educational qualifications of
17 an applicant for certification. Transcripts *shall* be forwarded from the
18 university or college to the Guam Certification Office or by the applicant in
19 an unopened, unaltered envelope sealed by the registrar.

20 (k) Continuing Education Units. Continuing Education Units (CEU)
21 may be used for recertification. For re-certification purposes, three (3) CEU
22 will equal to one (1) semester credit. The CEU cannot be used for degree
23 credit requirements. For Continuing Education Units to be counted for
24 recertification, they must be acquired from a program affiliated with a
25 regionally accredited institution.

26 (l) Holders of Degrees from NCATE-Accredited Institutions.
27 Holders of degrees in teacher preparation awarded by an institution accredited

1 by the National Council for Accreditation of Teacher Education (NCATE)
2 *shall* be eligible for an Initial Educator Certificate with the addition of the
3 requirements that are stated in § 8105 (b)(1)(A), (B), (C) and (D).

4 (m) Interstate Reciprocity. Individuals holding a valid state teaching
5 credential, such as a license or certificate, may qualify for an initial Guam
6 certificate with comparable endorsement areas provided such license is issued
7 by a state that has signed the NASDTEC Inter-State Agreement and is a full
8 credential without deficiencies; or holds national certification from the
9 National Board for Professional Teaching Standards (NBPTS).

10 (n) Graduate of Foreign Institutions of Higher Learning. Graduates
11 of foreign institutions of higher learning, to be granted a certificate, must meet
12 the Professional certification requirements of this policy. The applicant's
13 transcripts must be evaluated by an agency that is capable of determining the
14 country's educational system where the coursework was completed. The list
15 of agencies is available at the Guam Certification Office. A credential
16 evaluation report, including an equivalency summary, is required. A course-
17 by-course evaluation, including the equivalency in United States semester
18 credit hours and United States grade equivalent, is necessary. A detailed report
19 is required for the GCEC to be able to determine if an equivalent teacher
20 education program has been completed.

21 (o) Related Work Experience. A statement signed by an appropriate
22 authorized official of a school district or other employing agency *shall* be the
23 basis for determining the experience qualifications of an applicant for
24 certification.

25 (p) Guam History or Culture. All persons issued an educational
26 professional certificate and who have *not* completed a three (3) semester credit
27 course in Guam history or culture *shall* complete one (1) such course during

1 the first year after certification. Failure to meet this requirement *shall*
2 constitute sufficient cause to cancel the certificate until the deficiency is
3 corrected.

4 (q) Special Policy for Incumbents as of the School Year 1953-54.
5 Holders of certificates by the Guam Department of Education as of the School
6 Year 1953-54 *shall* be given credit for years of successful experience and for
7 attendance at Guam Summer Institutes and normal school, provided they were
8 of *at least* six (6) weeks duration, and were operated by the Department of
9 Education. After that date, *only* college credits earned will be credited toward
10 certificates.

11 (r) Masters Degree Equivalent for Certain Incumbents. Those
12 incumbents of the Guam Department of Education who earned what is known
13 as “masters degree equivalent” status under the policies of the Guam
14 Education Policy Board between August 22, 1966 and August 8, 2007 *shall*
15 retain such a status for certification purposes.

16 ~~(s) — Alternative Certification (Fast Track). Individuals participating~~
17 ~~in the concentrated course program focused on the Department of Education~~
18 ~~certification requirements known and referred to as the “Fast Track Teacher~~
19 ~~Certification Program” shall waive student teaching or internship teaching~~
20 ~~requirements with evidence of two (2) years of documented and verifiable~~
21 ~~teaching experience. Teaching experience shall be scholastic in nature and~~
22 ~~include college/university, vocational, military, business sector, or any other~~
23 ~~related area. Both years of teaching experience must indicate satisfactory~~
24 ~~performance. [Pursuant to P.L. 29-02].~~

25 (s) Pre-Professional Basic Skills Assessment.

26 (1) Individuals may satisfy the basic skills requirement by one
27 of the following methods:

1 (A) Meet the Basic Skills Requirement by Coursework.

2 (i) The transcripts must show passage of courses
3 in reading, writing, and mathematics as outlined below.
4 Courses must have been taken at a regionally accredited
5 college or university for credit passed with a grade of B or
6 better, be degree applicable, and be at least 3 semester
7 units or 4 quarter units. Qualifying coursework does not
8 include professional development, continuing education
9 units, in-service training or workshops.

10 (ii) Courses to address the reading, writing, or
11 mathematics basic skills requirement must be agreed upon
12 by both the state-approved EPP and the Commission.

13 (iii) A course that does not clearly indicate
14 reading, writing, or mathematics may still qualify with an
15 additional letter of explanation. The letter must be from
16 the registrar or the department chair that oversees the
17 Mathematics or English department, as applicable. The
18 letter must state that a course passed by the applicant
19 substantially addressed reading, writing, or mathematics.
20 Such a letter could also attest that a single course
21 sufficiently indicates proficiency in reading and writing
22 combined.

23 (iv) Recommendations from a State approved
24 educator preparation program must include the form for
25 Verification of Basic Skills Requirement when choosing
26 the coursework option.

1 (B) Meet the Pre-professional Basic Skills Assessment
2 by Coursework and Exam

3 (i) The Basic Skills Assessment can be met
4 through a combination of applicable courses and qualifying
5 exams. Both Commission- approved programs and the
6 Commission can determine basic skills proficiency through
7 this combination option. The qualifying coursework must
8 meet the requirements as described above. The mixing-
9 and-matching of relevant component or components from
10 all exam options permitted under current law is acceptable
11 except for out-of-state basic skills exams. The Guidance
12 Chart for Mixing Options. prepared and approved by the
13 commission, can be used when determining acceptable
14 combinations

15 (ii) Candidate endorsements from a State
16 Approved Educator Preparation Program must include a
17 Form for Verification of Basic Skills Requirement when
18 choosing the mixing-and-matching option. The form shall
19 be available on the website. The form is not required if
20 Praxis scores are being used to meet the requirement. OR,

21 (C) Achieve a qualifying score on the SAT or ACT.

22 (i) On the SAT Suite of Assessments, the
23 qualifying scores on the revised Evidence-Based Reading
24 and Writing and for the Mathematics examinations are to
25 be determined by the Commission, posted on the GCEC
26 website, and shall meet the basic skills assessment
27 requirement.

1 (ii) The ACT English exam and the ACT
2 mathematic exam, with minimum scores to be determined
3 by the Commission, will be an option to meet the basic
4 skills assessment requirement.

5 (iii) Qualifying scores for the SAT and the ACT
6 will be based on the version of the assessment at the
7 time/year taken. OR,

8 (D) Pass the Praxis Core

9 (i) Core Academic Skills for Educators tests in
10 Mathematics Reading, and Writing with scores as posted
11 with ETS and the GCEC. OR,

12 (E) College Board Advanced Placement (AP)
13 Examinations Students who achieve a score of 3 or higher on the
14 College Board AP English exam (Literature and Composition or
15 Language and Composition) and/or AP Mathematics exam
16 (Calculus or AP Statistics) may also use these scores to meet the
17 related basic skills assessment. OR,

18 (F) Other options (tests or courses) as may be
19 determined by the GCEC.

20 **Section 4.** §8105 is hereby *amended* of Chapter 8, Title 5A, Guam
21 Administrative Rules and Regulations to read as follows:

22 **§ 8105. Certificates for Teachers, General.**

23 (a) Temporary Teaching Certificate.

24 (1) Minimum Qualifications. A Temporary Teaching
25 Certificate may be issued to an applicant who presents evidence that he
26 or she has completed a Bachelor's degree and ~~a~~ has passing scores on
27 ~~Praxis I and/or Praxis CORE~~ the BSA.

1 (2) Length of Certification. The length of certification of a
2 Temporary Teaching Certificate *shall* be two (2) years.

3 (3) Renewability. A Temporary Teaching Certificate may be
4 renewed one (1) time provided the applicant presents evidence of the
5 following:

6 (A) earned twelve (12) semester hours applicable to the
7 requirements of an Initial Educator Certificate, within the
8 certification validity period; and

9 (B) satisfactory performance evaluation.

10 (4) Holders Issued Certificates Known as “Emergency” by the
11 Department of Education. A holder of a certificate known as an
12 “Emergency” teaching certificate issued under Guam Education Policy
13 Board Policies 1000.21, 1000.22, 1000.24, 1000.25, 1000.27, 1000.144
14 or 1000.20(B) may be issued a Temporary Educator Certificate under
15 § 8105(a) of this Chapter provided they meet the minimal qualifications
16 of the Temporary Educator Certificate and met the applicable renewal
17 requirements of the certificate issued under the respective policies of
18 the Board. Holders of Temporary Educator Certificates issued under
19 this Sub-rule *shall* be subject to renewal requirements of the Temporary
20 Educator Certificate.

21 (b) Initial Educator Certificate.

22 (1) Minimum Qualifications. An Initial Educator Certificate
23 may be issued to an applicant who presents evidence of the following:

24 (A) earns a degree from an approved Educator
25 Preparation Program from an accredited college or university, or
26 from an approved Educator Preparation Program from a
27 recognized foreign institution of higher learning recognized by

1 the U.S. Council for Higher Education Accreditation (CHEA) or
2 its successors;

3 (B) for non-education ~~preparation~~ program graduates,
4 presents evidence of successfully completing the following
5 requirements: ~~earns~~ a degree from an accredited college or
6 university; or completion of an approved program (in content
7 area) from an accredited college or university; and completes
8 educational program aligned with Guam Professional Teacher
9 Standards;

10 (C) grade point average of 2.70 or higher; and

11 (D) provides passing scores on ~~successfully passes~~
12 ~~Praxis I the BSA~~ Praxis II Principles of Learning (PLT), and
13 ~~Praxis II content tests~~ subject assessment or an alternative
14 provided by the GCEC.

15 (2) Length of Certification. The length of certification for an
16 Initial Educator Certificate *shall* be three (3) years. The certificate
17 holder *shall* be required to work as an Initial Educator for two (2) years
18 in order to qualify for a Professional Educator Certificate.

19 (3) Renewability. An Initial Educator Certificate *shall* not be
20 renewable.

21 (c) Professional Educator Certificate.

22 (1) Minimum Qualifications. A Professional Educator
23 Certificate may be issued to an applicant who presents the following
24 evidence:

25 (A) fulfillment of all educational requirements for the
26 Initial Educator Certificate or the Initial Educator Chamorro

1 Language and Culture Teaching Certificate and provides
2 evidence of the following:

3 (B) completion of requirements related to Guam
4 History or Guam Culture; and

5 (C) completion of sixty (60) clock hours of professional
6 activities, to include semester hours, Continuing Education
7 Units, or Professional Growth Plan requirements as
8 acknowledged by administrator on-site; and

9 (D) satisfactory performance evaluation and

10 (E) completion of a one (1) year mentorship in a Guam
11 school; and

12 (F) completion of two (2) years as an Initial Educator
13 Certificate Holder.

14 (2) Length of Certification. The length of certification for a
15 Professional Educator Certificate *shall* be five (5) years.

16 (3) Renewability. A Professional Educator Certificate *shall* be
17 renewable for any number of years. Within the length of certification
18 provided herein, a person issued a Professional Educator Certificate
19 *shall* be considered in good standing to retain such certificate by
20 presenting evidence of the following:

21 (A) completion of ninety (90) clock hours of
22 professional activities to include semester hours, Continuing
23 Education Units, or Professional Growth Plan requirements as
24 acknowledged by administrator on-site; and

25 (B) satisfactory performance evaluation.

26 ~~(4) Holders of Professional I Certificates Issued by the~~
27 ~~Department of Education. Notwithstanding Subsection (c) of this~~

1 ~~Section, a Professional Educator Certificate may be issued to a holder~~
2 ~~of a valid or recently expired “Professional I” Certificate issued under~~
3 ~~Guam Education Policy Board Policies 1000.21, 1000.22, 1000.24,~~
4 ~~1000.25 and 1000.27 who provides evidence of satisfactory teaching~~
5 ~~and ninety (90) clock hours of professional activities within the~~
6 ~~Professional I certification period.~~

7 (d) Master Educator Certificate.

8 (1) Minimum Qualifications. A Master Educator Certificate
9 may be issued to an applicant who presents evidence of the following:

10 (A) he or she meets all educational requirements for the
11 Initial Educator Certificate and the Professional Educator
12 Certificate;

13 (B) has a minimum of at least five (5) years of
14 satisfactory teaching experience;

15 (C) has earned a Master’s Degree and/or is a National
16 Board Certified Teacher; and

17 (D) satisfactory performance evaluation

18 (2) Length of Certification. The length of certification for a
19 Master Educator Certificate *shall* be ten (10) years.

20 (3) Renewability. A Master Educator Certificate shall be
21 renewable for any number of times. Within the length of certification
22 provided herein, a person issued a Master Educator Certificate shall be
23 considered in good standing to retain such certificate by presenting
24 evidence of the following:

25 (A) completion of one hundred twenty (120) clock
26 hours of professional activities, to include semester hours,

Continuing Education Units, or Professional Growth Plan requirements as acknowledged by administrator on site, and

(B) satisfactory performance evaluation.

(4) Holders of Professional II Certificates Issued by the Department of Education. No Master Educator Certificate issued under this rule shall be renewed for an applicant who *does not* provide evidence of having completed a Master's degree or National Board Certified Teacher.

(e) Professional Endorsement for Specialty Areas. Educators wishing to certify in multiple content areas, or to add an additional area, are able to apply for an endorsement on their existing valid educator certificate. To qualify for an endorsement, the applicant must provide evidence of the successful completion of fifteen (15) credit hours in the field or a passing score on the Praxis II in the designated content area. There will be an additional charge for the endorsement which will last the term of the existing certificate. Specialty areas for consideration are instructional technology, visually impaired, orientation and mobility, deaf and hearing impaired, media specialist, autism spectrum disorders, emotional and behavioral disorders or other specialty teaching areas as approved by GCEC.

Section 5. §8110 is hereby *amended* of Chapter 8, Title 5A, Guam Administrative Rules and Regulations to read as follows:

§ 8110. Certificates for School Administrators.

(a) Initial Administrator Certificate.

(1) Minimum Qualifications. An Initial Administrator Certificate may be issued to an applicant who presents evidence that he or she has completed a Master's Degree; has five (5) years of full-time classroom teaching experience; completion of an approved K-12 school

1 administration program that includes an internship in a K-12
2 environment; and a passing score on the School Leaders Licensure
3 Assessment (SLLA). The passing score *shall* be determined by the
4 Commission.

5 The approved school administration program includes skills for
6 K-12 school level principal; and that it is aligned ~~with the Guam School~~
7 ~~Administrator Standards~~ to the current Guam Education Board adopted
8 administrator standards; or the program is from an accredited college
9 or university within any of the fifty (50) states or administrative
10 jurisdictions, ~~and whose advance degree has been awarded by an~~
11 ~~institution accredited by the National Council for Accreditation of~~
12 ~~Teacher Education.~~

13 (2) Length of Certification. The length of certification for an
14 Initial Administrator Certificate *shall* be three (3) years.

15 (3) Renewability. The Initial Administrator Certificate is *not*
16 renewable.

17 (4) Mentorship Requirement. During the certification period
18 and to be eligible for the Professional Administrator Certificate, the
19 holder of an Initial Administrator Certificate *shall* provide evidence of
20 completing a mentorship of *not less than* one (1) year, during the initial
21 certification period, in a Guam school.

22 (b) Professional Administrator Certificate.

23 (1) Minimum Qualifications. A Professional Administrator
24 Certificate may be issued to an applicant who presents evidence that he
25 or she has successfully completed all Initial Administrator
26 requirements; has completed three (3) years of school level
27 administrative experience; presents evidence of satisfactory

1 performance evaluation by the administrator; and has completed sixty
2 (60) hours of professional activities.

3 (2) Length of Certification. The length of certification for a
4 Professional Administrator Certificate *shall* be five (5) years.

5 (3) Renewability. The Professional Administrator Certificate
6 is renewable any number of times. The applicant *shall* complete ninety
7 (90) hours of professional growth activities; or provide a Professional
8 Growth Plan concurred by the appropriate superintendent or immediate
9 supervisor and/or satisfactory performance evaluation by supervisor.

10 (4) Special Policy for Holders of “Professional I” Certificates
11 Issued through the Guam Department of Education. All holders of
12 certificates known as the “Professional I” Certificate issued under the
13 Guam Education Board’s policy known as “1000.41 Administration
14 and Supervision Certification” *prior* to April 21, 2009 *shall* be
15 considered to have met the pre-requisite requirements for a Professional
16 Administrator Certificate under these rules, *provided* they met the
17 renewal requirements of the Board’s said policy.

18 (c) Master Administrator Certificate.

19 (1) Minimum Qualifications. A Master Administrator
20 Certificate may be issued to an applicant who presents evidence that he
21 or she has successfully completed all Professional Administrator
22 requirements; has completed thirty (30) graduate credits in school
23 leadership or a related field beyond the Master’s Degree; presents
24 evidence of satisfactory performance approved by the administrator;
25 and has completed ninety (90) hours of professional activities.

26 (2) Length of Certification. The length of certification for a
27 Master Administrator Certificate *shall* be ten (10) years.

1 (3) Renewability. The Master Administrator Certificate is
2 renewable any number of times. A certificate holder shall provide
3 evidence of completing one hundred twenty (120) hours of professional
4 growth activities during the certification period; and present evidence
5 of satisfactory performance approved by the administrator.

6 (4) Special Policy for Holders of Master Certificates Issued
7 through the Guam Department of Education. All holders of certificates
8 known as the “Professional II” or “Professional III” certificate issued
9 under the Guam Education Board’s policy known as “1000.41
10 Administration and Supervision Certification” prior to April 21, 2009
11 *shall* be considered to have met the pre-requisite requirements for a
12 Master Administrator Certificate under these rules, *provided* they met
13 the renewal requirements of the Board’s said policy.

14 **Section 6.** §8112 is hereby *amended* of Chapter 8, Title 5A, Guam
15 Administrative Rules and Regulations to read as follows:

16 **§ 8112. Certificates for School Counselors.**

17 (a) Temporary School Counselor Certificate.

18 (1) Minimum Qualifications. A Temporary School Counselor
19 Certificate may be issued to an applicant who presents evidence that he
20 or she has completed the following requirements:

21 (A) earned a Bachelor’s degree from a state approved
22 college/university in Education, Psychology, Social Work, or
23 field related to School Counseling; and

24 (B) successfully passed ~~Praxis I (PST)~~ the BSA.

25 (2) Length of Certification. The length of certification for a
26 Temporary School Counselor Certificate *shall* be two (2) years.

1 (3) Renewability. A Temporary School Counselor Certificate
2 ~~shall not be renewable.~~ may be renewed one (1) time, provided the
3 applicant presents evidence of the following:

4 (A) earned twelve (12) semester hours applicable to the
5 requirements of an Initial School Counselor Certificate, within
6 the certification validity period; and

7 (B) satisfactory performance evaluation in counseling.

8 (4) Holders Issued Certificates Known as “Emergency” by the
9 Department of Education. A holder of a certificate known as an
10 “Emergency” Guidance and Counseling certificate issued under Guam
11 Education Policy Board Policy 1000.33 may be issued a Temporary
12 School Counselor Certificate under § 8112 (a) of this Chapter provided
13 they meet the minimal qualifications of the Temporary School
14 Counselor Certificate.

15 (b) Initial School Counselor Certificate.

16 (1) Minimum Qualifications. An Initial School Counselor
17 Certificate may be issued to an applicant who presents evidence that he
18 or she has completed the following requirements:

19 (A) earned a Bachelor’s degree from a state approved
20 college/university in Education, Psychology, Social Work, or
21 field related to School Counseling;

22 (B) successfully passed ~~Praxis I (PST) and Praxis II~~
23 ~~(Counseling)~~ the BSA and Praxis School Counseling;

24 (C) completion of an approved graduate level program
25 in School Counseling as aligned with CACREP Common Core
26 Areas and School Counseling Domains; and

(D) internship in School Counseling with ninety (90) hours of University/College supervised field-based counseling experiences in K-12 settings.

(2) Length of Certification. The length of certification for an Initial School Counselor Certificate *shall* be three (3) years.

(3) Renewal Requirement. An Initial School Counselor Certificate *shall* not be renewable.

(c) Professional School Counselor Certificate.

(1) Minimum Qualifications. A Professional School Counselor Certificate may be issued to an applicant who presents evidence that he or she has completed the following requirements:

(A) earned a Master's Degree in School Counseling; *or* meets all Initial School Counselor prerequisites and have an advanced degree;

~~(B) successfully passed PRAXIS I (PST);~~

~~(C) two hundred (200) hours of supervised field based experiences in K-12 settings;~~

~~(D)~~ (B) two (2) years satisfactory School Counseling;

~~(E)~~ (C) a Professional Growth Plan acknowledged by a site administrator; and

~~(F)~~ (D) one (1) year of satisfactory classroom teaching, or three hundred sixty (360) hours of K-12 counseling related classroom teaching/sessions.

(2) Length of Certification. The length of certification for a Professional School Counselor Certificate *shall* be five (5) years.

(3) Renewal Requirement. A Professional School Counselor Certificate may be renewed with the completion of ninety (90) hours of

1 professional counseling related activities within the five (5) year
2 period; a Professional Growth Plan acknowledged by a site
3 administrator; and a satisfactory performance evaluation.

4 (4) Holders of Professional I Guidance and Counseling
5 Certificates Issued by the Department of Education. Notwithstanding
6 Subsection (c) of this Section, a Professional School Counselor
7 Certificate maybe issued to a holder of a valid or recently expired
8 “Professional I” Guidance and Counseling Certificate issued under
9 Guam Education Policy Board Policy 1000.33 who provides evidence
10 of satisfactory teaching and ninety (90) clock hours of professional
11 activities within the Professional I certification period.

12 (d) Master School Counselor Certificate.

13 (1) Minimum Qualification. A Master School Counselor
14 Certificate may be issued to an applicant who presents evidence that he
15 or she has completed the following requirements:

16 (A) earned a Master’s Degree in School Counseling;

17 (B) seven (7) years satisfactory counseling in K-12
18 setting;

19 (C) two (2) years satisfactory classroom teaching in K-
20 12 settings, *or* seven hundred twenty (720) hours of K-12
21 counseling related classroom teaching/sessions; and

22 (D) fifteen (15) categorical graduate credits beyond the
23 Master’s Degree in Counseling and/or related field (i.e.
24 education, psychology, etc.).

25 (2) Length of Certification. The length of certification for a
26 Master School Counselor Certificate *shall* be ten (10) years.

1 (3) Renewal Requirement. A Master School Counselor
2 Certificate may be renewed upon completion of one hundred twenty
3 (120) hours of professional counseling related activities within the ten
4 (10) year period; a Professional Growth Plan acknowledged by a site
5 administrator; and a satisfactory performance evaluation.

6 (4) Holders of Professional II Guidance and Counseling
7 Certificates Issued by the Department of Education. A Master School
8 Counselor Certificate may be issued to a holder of a “Professional II”
9 Guidance and Counseling Certificate issued under Guam Education
10 Policy Board Policy 1000.33 who provides evidence of satisfactory
11 teaching and ninety (90) clock hours of professional activities within
12 the Professional II certification period. No Master School Counselor
13 Certificate issued under this rule shall be renewed for an applicant who
14 does not provide evidence of having completed a Master’s degree.

15 **Section 7. Severability.** If any provision of this Act or its application to any
16 person or circumstance is found to be invalid or inorganic, such invalidity shall not
17 affect other provisions or applications of this Act that can be given effect without
18 the invalid provision or application, and to this end the provisions of this Act are
19 severable.

20 **Section 8. Effective Date.** This Act shall become effective upon enactment.



COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson
I Mina'trentai Ocho Na Liheslaturan Guåhan
38th Guam Legislature

September 18, 2026

To: **Rennae V. C. Meno**
Clerk of the Legislature

From: **Vice Speaker V. Anthony Ada** 
Chairperson, Committee on Rules

Subject: **Fiscal Note Waiver for Bill No. 361-38 (COR)**

Håfa Adai!

Find the attached, Fiscal Note Waiver for the following bill:

Bill No. 361-38 (COR).

I also request that the same be sent to the respective Chairperson of the Standing Committee, to which this bill has been referred. Kindly copy the same to Management Information Services (MIS) for posting on our website.





BUREAU OF BUDGET & MANAGEMENT RESEARCH

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LOURDES A. LEON GUERRERO
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LESTER L. CARLSON, JR.
DIRECTOR

JOSHUA F. TENORIO
LIEUTENANT GOVERNOR

SEP 17 2026

Vice Speaker, V. Anthony Ada
Chairperson, Committee on Rules
I Mina'trentai Ocho na Liheslaturan Guåhan
38th Guam Legislature
Guam Congress Building
163 Chalan Santo Papa
Hagåtña, Guam 96910

Hafa Adai! Vice Speaker Ada:

The Bureau requests that Bill No. 361-38 (COR) be granted a waiver pursuant to Public Law 12-229 as amended for the following reason(s):

Bill No. 361-38 (COR) is an act to amend Chapter 8, Title 5A of the Guam Administrative Rules and Regulations, relative to approving the Guam Commission for Education Certification Rules and Regulations pursuant to § 9303(c), Chapter 9, Title 5 of the Guam Code Annotated.

The Bureau has determined that the Bill is administrative in nature and poses no fiscal impact upon any funds of the Government of Guam.

Senseramente,

LESTER L. CARLSON, JR.