

Re: Messages & Communications Doc. No. 38GL-26-2738.

From: Guam Legislature Clerks <clerks@guamlegislature.gov>
Date: Fri 8/14/2026 5:04 PM
To: 38th Committee On Rules <committeeonrules@guamlegislature.gov>

Håfa Adai,

Received, and thank you.



Elijah Untalan
Clerks Office

I Mina'trentai Ocho na Liheslaturan Guåhan

Guam Congress Building, 163 Chalan Santo Papa, Hagåtña, Guam 96910

Voice: (671) 472-3465/3460 Fax: (671) 472-3524

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Thank you

From: 38th Committee On Rules <committeeonrules@guamlegislature.gov>
Sent: Friday, August 14, 2026 4:55 PM
To: Guam Legislature Clerks <clerks@guamlegislature.gov>
Cc: Frank Blas Jr. <speakerblas@guamlegislature.gov>
Subject: Messages & Communications Doc. No. 38GL-26-2738.

Håfa Adai Clerks Office,

Please see attached, **Messages & Communications Doc. No. 38GL-26-2738** for processing:

✓	38GL-26-2738	Guam Commission for Educator Certification	This is a Transmittal to I Liheslaturan Guåhan of Proposed Rules and Regulations pursuant to the Administrative Adjudication Law for the Corrected- Proposed Amendments to Existing Rules and Regulations, 5A GAR Education, Chap. 8 Guam Commission for Education Certification (PL.31-50/PL32-220).
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Please retrieve Doc. No. 38GL-26-2738 from link below:

[Messages & Communications Physical Scanned Copy - Google Drive](#)

Kindly reply to this email.



Si Yu'os ma'åse',

Marie Crisostomo

Committee on Rules Assistant

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

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Messages and Communications 38GL-26-2738.

2 messages

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

Thu, Aug 13, 2026 at 3:47 PM

To: 38th Committee On Rules <committeeonrules@guamlegislature.gov>, Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Håfa adai,

Please see attached M&C Doc. No. 38GL-26-2738

38GL-26-2738	Guam Commission for Educator Certification	This is a Transmittal to I Liheslaturan Guåhan of Proposed Rules and Regulations pursuant to the Administrative Adjudication Law for the Corrected- Proposed Amendments to Existing Rules and Regulations, 5A GAR Education, Chap. 8 Guam Commission for Education Certification (PL.31-50/PL32-220).
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*Si Yu'os Ma'åse'**Bernice Rivera*

Administrative Assistant

**Office of Speaker Frank F. Blas, Jr.***I Mina'trentai Ocho na Liheslaturan Guåhan 38th Guam Legislature*

Guam Congress Building, 163 Chalan Santo Papa, Hagatña

(671)969-6456

speakerblas@guamlegislature.gov

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 **38GL-26-2738.pdf**
24710K**38th Committee On Rules** <committeeonrules@guamlegislature.gov>

Fri, Aug 14, 2026 at 9:55 AM

To: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>

Håfa Adai,

Received, and thank you.

*Si Yu'os ma'åse',*

Marie Crisostomo

Committee on Rules Assistant

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson

*I Mina'trentai Ocho Na Liheslaturan Guåhan**38th Guam Legislature*

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KUMISION SETTEFIKASION PARA I MANMANIDUKA
GUAM COMMISSION FOR EDUCATOR CERTIFICATION

303 University Drive, SOE Room 105, Mangilao, GU 96913

Tel: (671)735-2554 Fax: (671)735-2569

www.gcec.guam.gov



August 13, 2026

Honorable Frank Blas, Jr.
Speaker, 38th Guam Legislature
I Mina'Trentai Ocho Na Liheslaturan Guåhan
Guam Congress Building
163 Chalan Santo Papa
Hagåtña, Guam 96910
speakerblas@guamlegislature.gov

38GL-26-2738
OFFICE OF THE SPEAKER
FRANK F. BLAS JR.

AUG 13 2026

Time: 2:21pm
Received: May

Re: This is a Transmittal to I Liheslaturan Guåhan of Proposed Rules and Regulations pursuant to the Administrative Adjudication Law.

Dear Honorable Speaker Blas,

Håfa Adai! Pursuant to 5 GCA, Chap. 9, Article 3 §9303 (a), (3) of the Administrative Adjudication Law, attached is the original transmittal for the:

1. Corrected - Proposed Amendments to Existing Rules and Regulations, 5A GAR Education, Chap. 8 Guam Commission for Education Certification (PL. 31-50/PL32-220)

The **Corrected** Proposed Amendments to Existing Rules and Regulations, 5A GAR Education, Chap. 8 Guam Commission for Education Certification (PL. 31-50/PL32-220) are needed amendments to broaden the scope of basic skills assessments for educators, to allow the 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.

You will find the following materials for your reference and review are the same as those submitted on June 12, 2026 with the exception of the corrected proposed amendments as per formatting and readability:

- A Draft Bill with the Proposed Amendments to Existing Rules and Regulations, 5A GAR Education, Chap. 8 Guam Commission for Education Certification (PL. 31-50/PL32-220)
- GCEC Resolution No. 2026-001
- Evidence of approval from the Governor of Guam and the Attorney General of Guam

- Economic Impact Statement on the Proposed Amendments to Existing Rules and Regulations, 5A GAR Education, Chap. 8 Guam Commission for Education Certification (PL. 31-50/PL32-220)
- Public Hearing Notices for 02/05/26, 02/09/26, and 02/14/26 in the Guam Daily Post
- Public Hearing Sign-In Sheet for Commission Members
- Public Hearing Sign-In Sheet for the Public
- Public Hearing Transcript
- Public Hearing Report

If you have any questions, please call me at 671-588-2556 or send an email to michelle.santos@gcec.guam.gov. An electronic copy of the proposed rules and regulations and the entire agency record will be sent via email.

Sincerely,

Michelle M. S. Santos, Ed.D.
Executive Director



38GL-26-2738
Messages and Communications

RECEIVED
COMMITTEE ON RULES
August 13, 2026

3:47 p.m.
Marie Crisostomo

I MINA'TRENTAI OCHO NA LIHESLATURAN GUÅHAN
2026 Regular Session

Bill No. _____

Introduced By:

**AN ACT TO APPROVE AMENDMENTS TO CHAPTER 8, TITLE
5A, GUAM ADMINISTRATIVE RULES AND REGULATIONS**

1 BE IT ENACTED BY THE PEOPLE OF GUAM:

2 Section 1. Approval of rules and Regulations as Amended. The Rules and Regulations
3 Governing the Guam Commission for Educator Certification as contained in Exhibit A and
4 attached here are hereby approved.

PROPOSED AMENDMENTS

Amendments to Existing Rules and Regulations

5A GARR Education

Chapter 8: Guam Commission for Education Certification

§8102 Definitions

(add definition (ee) under section §8102)

(ee) Pre-Professional Basic Skills Assessment (BSA): options for assessing basic skills in reading, writing, and mathematics as outlined in §8104 (t). 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 1 as noted in the original PL.31-50.

§8104 Issuance of Certificates. General.

(Delete existing subsection (s) “Alternative Certification” and replace with “Pre-Professional Basic Skills Assessment”))

~~(s) Alternative Certification (Fast Track). Individuals participating in the concentrated course program focused on the Department of Education certification requirements known and referred to as the "Fast Track Teacher Certification Program" shall waive student teaching or internship teaching requirements with evidence of two (2) years of documented and verifiable teaching experience. Teaching experience shall be scholastic in nature and include college/university, vocational, military, business sector, or any other related area. Both years of teaching experience must indicate satisfactory performance. [Pursuant to P.L. 29-02}.~~

Pre-Professional Basic Skills Assessment

(1) Individuals may satisfy the basic skills requirement by one of the following methods:

(A) Meet the Basic Skills Requirement by Coursework

(i) The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally accredited college or university for credit, passed with a grade of B or better, be degree applicable, and be at least 3 semester units or 4 quarter units. Qualifying coursework does not include professional development, continuing education units, in-service training, or workshops.

(ii) Courses to address the reading, writing, or mathematics basic skills requirement must be agreed upon by both the state-approved EPP and the Commission.

(iii) A course that does not clearly indicate reading, writing, or mathematics may still qualify with an additional letter of explanation. The letter must be from the registrar or the department chair that oversees the Mathematics or English department, as applicable. The letter must state that a course passed by the applicant substantially addressed reading, writing, or mathematics. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined.

(iv) Recommendations from a State approved educator preparation program must include the form for Verification of Basic Skills Requirement when choosing the coursework option. OR,

(B) Meet the Pre-professional Basic Skills Assessment by Coursework and Exam

(i) The Basic Skills Assessment can be met through a combination of applicable courses and qualifying exams. Both Commission-approved programs and the Commission can determine basic skills proficiency through this combination option. The qualifying coursework must meet the requirements as described above. The mixing-and-matching of relevant component or components from all exam options permitted under current law is acceptable except for out-of-state basic skills exams. The Guidance Chart for Mixing Options, prepared and approved by the commission, can be used when determining acceptable combinations.

(ii) Candidate endorsements from a State Approved Educator Preparation Program must include a Form for Verification of Basic Skills Requirement when choosing the mixing-and-matching option. The form shall be available on the website. The form is not required if Praxis scores are being used to meet the requirement. OR,

(C) Achieve a qualifying score on the SAT or ACT.

(i) On the SAT Suite of Assessments, the qualifying scores on the revised Evidence-Based Reading and Writing and for the Mathematics examinations are to be determined by the Commission, posted on the GCEC website, and shall meet the basic skills assessment requirement.

(ii) The ACT English exam and the ACT mathematics exam, with

minimum scores to be determined by the Commission, will be an option to meet the basic skills assessment requirement.

(iii) Qualifying scores for the SAT and the ACT will be based on the version of the assessment at the time/year taken. OR,

(D) Pass the Praxis Core

Core Academic Skills for Educators tests in Mathematics, Reading, and Writing with scores as posted with ETS and the GCEC. OR,

(E) College Board Advanced Placement (AP) Examinations Students who achieve a score of 3 or higher on the College Board AP English exam (Literature and Composition or Language and Composition) and/or AP Mathematics exam (Calculus or AP Statistics) may also use these scores to meet the related basic skills assessment. OR,

(F) Other options (tests or courses) as may be determined by the GCEC.

§8105 Certificates for Teachers. General

(Amend §8105(a,1), (b,1, B, and D), and delete (c,4)

(a) Temporary Teacher Certificate

(1) Minimum Qualifications. A Temporary Teaching Certificate may be issued to an applicant who presents evidence that he or she has completed a Bachelor's degree and has passing scores on ~~Praxis-I~~ and/or Praxis CORE. the BSA.

(b) Initial Educator Certificate

(1) Minimum Qualifications. An Initial Educator Certificate may be issued to an applicant who presents evidence of the following:

(B) For non-education ~~preparation~~ program graduates: provides evidence of completing the following: ~~earns~~ a degree from an accredited college or university; ~~or~~ completion of an approved program (in content area) from an accredited college or university; and completes an educator preparation program aligned with Guam Professional Teacher Standards;

(D) Provides passing scores on ~~successfully passes~~ ~~Praxis-I, the BSA,~~ Praxis II Principles of Learning and Teaching (PLT) and Praxis II ~~content tests~~ subject assessment or an alternative provided by the GCEC;

(c) Professional Educator Certificate

~~(4) Holders of Professional I Certificates Issued by the Department of Education. Notwithstanding Subsection (c) of this Section, a Professional Educator Certificate may be issued to a holder of a valid or recently expired "Professional I" Certificate issued under Guam Education Policy Board Policies 1 000.2 1, 1 000.22, 1 000.24, 1000.25 and 1 000.27 who provides evidence of satisfactory teaching and ninety (90) clock hours of professional activities within the Professional I certification period.~~

§8110 Certificates for School Administrators

(Amend §8110 (a,1))

(a) Initial School Administrator Certificate

(1) Minimum Qualifications.

(A) 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 administration program that includes an internship in a K-12 environment; and a passing score on the School Leader Licensure Assessment (SLLA). The passing score *shall* be determined by the Commission.

(B) The approved school administration program includes skills for a K- 12 school level principal; and that is aligned ~~with the Guam School Administrator Standards~~ to the current Guam Education Board adopted administrator standards; or the program is from an accredited college or university within any of the fifty (50) states or administrative jurisdictions, ~~and whose advance degree has been awarded by an institution accredited by the National Council for Accreditation of Teacher Education.~~

§8112 Certificates for School Counselors

(Amend § 8112 (a,1 B and 3) Add (3 A and B) Amend (b, 1 B) Amend (c 1, A)
Delete (c 1 B and C)

(a) Temporary School Counselor Certificate

(1) Minimum Qualifications. A Temporary School Counselor Certificate may be issued to an applicant who presents evidence that he or she has completed the following requirements:

(B) Successfully passed ~~Praxis I (PST)~~ the BSA.

(3) Renewability. A Temporary School Counselor Certificate ~~shall not be renewable~~ 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.

(b) Initial School Counselor Certificate

(B) ~~successfully passed Praxis I (PST) and Praxis II (Counseling);~~ the BSA and Praxis School Counseling;

(c) Professional School Counselor Certificate

(A) earned a Master's Degree in School Counseling; ~~or~~ and meets all Initial School Counselor prerequisites;

~~(B) successfully passed PRAXIS I (PST);~~

~~(C) two hundred (200) hours of supervised field-based experiences in K-12 settings;~~

GCEC RESOLUTION 2026-001



KUMISION SETTEFIKASION PARA I MANMANIDUKA
GUAM COMMISSION FOR EDUCATOR CERTIFICATION
303 University Drive, SOE Room 105, Mangilao, GU 96913
Tel: (671)735-2554 Fax: (671)735-2569
www.gcec.guam.gov



Resolution No. 2026-001

RELATIVE TO APPROVING THE AMENDMENTS TO TITLE 5A, CHAPTER 8, GUAM ADMINISTRATIVE RULES AND REGULATIONS RELATED TO BASIC SKILLS ASSESSMENT, TEMPORARY COUNSELING CERTIFICATE, AND REFERENCE TO SCHOOL ADMINISTRATION STANDARDS.

BE IT RESOLVED BY THE GCEC COMMISSION MEMBERS:

WHEREAS, Public Law 31-50 approved the Administrative Rules and Regulations Relative to the Guam Commission for Educator Certification on May 16, 2011; and

WHEREAS, Public Law 32-220, approved the amendments to Title 5A, Chapter 8, Guam Administrative Rules and Regulations on December 29, 2014; and

WHEREAS, on February 16, 2026, the Guam Commission for Educator Certification conducted a public hearing pursuant to the Administrative Adjudication Act to Propose Amendments to the existing Rules and Regulations, 5A GAR Education, Chap. 8 Guam Commission for Educator Certification (PL 31-50 and PL-32-220); and

WHEREAS, the Proposed Amendments to the Existing Rules and Regulations were promulgated as a result of the public hearing; and

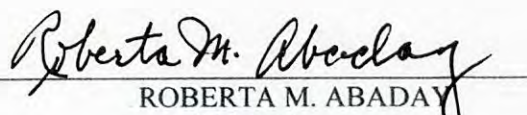
WHEREAS, the Proposed Amendments to the Existing Rules and Regulations were transmitted to the Office of the Attorney General, to the Department of Administration, and to the Governor of Guam; and

WHEREAS, favorable responses on the Proposed Amendments to the Existing Rules and Regulations are anticipated from the Office of the Attorney General as to constitutionality and compliance with 5 GCA CH 9, §9303 (a) (3), and the Governor of Guam as to policy; now,

THEREFORE, BE IT RESOLVED, the Guam Commission for Educator Certification approves the Proposed Amendments to the Existing Rules and Regulations; and

BE IT FURTHER RESOLVED, the Chairperson certifies to and the Secretary attests the adoption hereof and that a copy of this resolution is transmitted to the Legislative Secretary of the 38th Guam Legislature.

PASSED AND ADOPTED UNANIMOUSLY BY THE GUAM COMMISSION FOR EDUCATOR CERTIFICATION THIS 16TH DAY OF MARCH, 2026.


ROBERTA M. ABADAYA
Chairperson
GUAM COMMISSION FOR EDUCATOR CERTIFICATION


MICHELLE M. S. SANTOS, Ed.D.
Secretary
GUAM COMMISSION FOR EDUCATOR CERTIFICATION

APPROVAL LETTER FROM THE GOVERNOR



UFISINAN I MAGA'HĀGAN GUĀHAN
OFFICE OF THE GOVERNOR OF GUAM

May 27, 2026

In accordance with 5 GCA § 9303(a)(2), the Guam Commission for Educator Certification submitted for my review and approval its proposed Administrative Rules and Regulations. These proposed rules and regulations were required by Public Law No. 36-118.

The submission included:

- One duplicate printed copy
- One electronic copy
- A copy of the agency record, including the transcript of the public hearing, as required by law
- Preliminary Cost Impact Assessments

Please note that the estimated economic impact of the proposed rule changes does not exceed the Five Hundred Thousand Dollar (\$500,000) threshold established under the Administrative Adjudication Law (AAL).

Pursuant to 5 GCA § 9303(a)(4), after review of the submitted documents, I approve the proposed administrative rules and regulations.

Senseramente,

A handwritten signature in blue ink, appearing to read "Lourdes A. Leon Guerrero".

LOURDES A. LEON GUERRERO

I Maga'hāgan Guahan
Governor of Guam

APPROVAL FROM THE OFFICE OF THE ATTORNEY GENERAL



Ref: GCEC 26-0135

INTER-AGENCY COMMUNICATION

To: Michelle M.S. Santos, Ed.D.
Executive Director
Guam Commission for Educator Certification
303 University Drive SOE Room 105
Mangilao, Guam 96913

Fr: Patrick L Lalor
Assistant Attorney General
Solicitors Division

Re: Proposed Amendments to Existing Rules and Regulations, 5A GAR Education,
Chap. 8 Guam Commission for Education Certification (PL. 31-50/PL32-220)

Date: May 14, 2026

Hafa Adai Dr. Santos,

Thank you for submitting your request to the Guam Attorney General's Office to review the Guam Commission for Educator Certification's proposed amendments to existing rules and regulations. In evaluating your proposal, I reviewed the Proposed Amendments, GCEC Resolution 2026-001, Economic Impact Statement, Public Hearing Notices, Sign-In Sheets, Public Hearing Transcript, GCEC Response and Written Testimony. Additionally, I reviewed the Economic Impact Statement to ensure the proposal is in keeping with the auspices of 5 GCA § 9301(f).

In reviewing the proposal, as with any proposals that stem from the education field, I was guided by the requirement to provide analysis of the proposed rules and regulations to determine if they are consistent with existing law and that the agency is acting within its authority. Specifically, I analyzed 5A GARR Chapter 8, which establishes the administrative rules for the Guam Commission for Educator Certification (GCEC) by defining ethical standards for board members and educators. The regulations codify specific credentialing frameworks, including certification tiers and testing requirements for teachers and administrators.

Based on my review of the contents of the GCEC package and the applicable law authorizing such actions, it is my belief that the proposed amendments meet the legal requirements for such proposals. Additionally, I do not find any of the elements of the proposal to be contraindicated based on the Organic Act, 48 U.S.C. 1421, *et seq.*

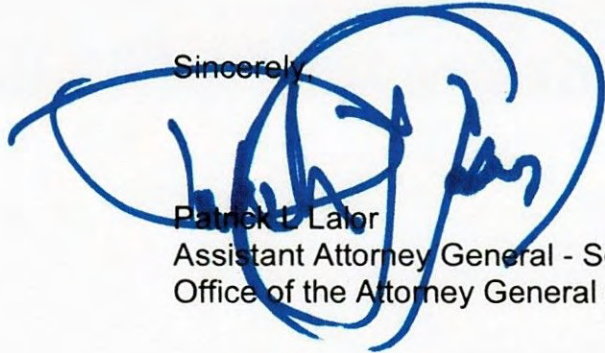
Office of the Attorney General
Douglas B. Moylan · Attorney General of Guam

134 W. Soledad Avenue · Ste. 412, Hagåtña, Guam 96910 · USA
671-475-2710 · 671-472-2493 (fax) · plalor@oagguam.org · www.guamattorneygeneral.org

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This letter and the statements herein are provided as information and guidance only. If GCEC has any questions or comments, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Patrick L. Lator', is written over the typed name and title.

Patrick L. Lator
Assistant Attorney General - Solicitors
Office of the Attorney General of Guam

ECONOMIC IMPACT STATEMENT

ECONOMIC IMPACT STATEMENT

AMENDMENTS TO 5A GARR EDUCATION, CHAPTER 8, GUAM COMMISSION FOR EDUCATOR CERTIFICATION (PL 31-50 and 32-220).

In our analysis, the economic impact of the proposed regulation amendments will not negatively affect potential educators who wish to apply for a temporary or initial educator certificate, or a temporary or initial counselor certificate. Our findings regarding each impact will follow the preliminary statement required in 5 GCA § 9301 (f).

The Purpose and Need for the Regulation

Under 17 GCA 26001, the Guam Commission for Educator Certification shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of educators. The aspects of certification need to be revisited and updated, this is a positive change for future educators and to address the teacher shortage on Guam.

The Risks and Cost of Enactment of the Regulation

The regulation contains no change in current fees and will have no impact on current educators.

The regulation has no identifiable impact upon the people and economy of Guam. As noted, there is no request to change fees, yet, there is an anticipated nominal increase in revenue with the fees if more people qualify to be educators based on the amendments proposed. This small change will have no discernible direct or indirect affect upon the economy of Guam, the cost of living on Guam, or the price or availability of any goods or services on Guam.

The same can be said regarding the impact of employment on Guam or the number of jobs that are available on Guam. Nor will the cost of doing business be affected, as this amendment does not affect the business sector.

Conclusion

In conclusion, in our analysis, the economic impact of this regulation to the general public should be less than \$500,000 and thus a more scientific analysis of the economic impact should be exempted from the requirements of 5 GCA § 9301 (f).

GUAM DAILY POST PUBLICATION

2/05/26

2/09/26

2/14/26

20 CLASSIFIEDS

GUAM DAILY POST • THURSDAY, FEBRUARY 5, 2026

NOTICE OF PUBLIC HEARING

A public hearing will be conducted at 3:00 PM, Monday, February 16, 2026 in the UOG School of Ed. 2nd Floor, Rm. 206, Mangilao, Guam.

The purpose of this hearing is to discuss:

- I. Proposed Amendments to existing Rules and Regulations of the Guam Commission for Educator Certification in, Chapter 8, Title 5a, of the Guam Administrative Rules and Regulations relative to Basic Skills Assessments, Temporary School Counselor, and the reference to school administration standards.

Any person who wants to may attend and give oral testimony, or present written or documentary evidence. Document viewing is available online at www.gcec.guam.gov or at the UOG School of Ed. Rm 105, five (5) copies are available for examination. Submit written comments to: office@gcec.guam.gov and the deadline to submit comments is February 16, 2026.

Livestream will be available at: https://govguam.tv/channel_page/gcec.

Paid for by GCEC Collection Fees. Notices 2/05/26, 2/09/26, and 2/14/26.



Sesteman Laibirihan Pupblekon Guåhan

GUAM PUBLIC LIBRARY SYSTEM
Government of Guam



Guam Public Library System (GPLS) Regular Board Meeting Saturday, February 07, 2026, 12:00 pm at the Hagåtña Library.

AGENDA:

AGENDA: Call to Order, Roll Call, Approval of Minutes (01/7), Director's report, Old Business (updates; archival grant update, update on grants, etc.), update of renewal of board members, New Business, Open Discussion, Adjournment

LIVE Streaming link: <https://www.facebook.com/guampubliclibrarysystem>

Please call June Aflague for those requiring special accommodations, auxiliary aid or services at 671-475-4755/54.

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GUAM EDUCATION BOARD

501 MARINER AVENUE, BARRIGADA, GUAM 96913-1608
Telephone: (671) 300-1627 - Facsimile: (671) 472-5003
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MARY K. OKADA, Ed.D.
VICE CHAIR

Guam Education Board SPECIAL MEETING Thursday, February 12, 2026 • 3 PM Gallery, Bldg. B, Tiyan

AGENDA

- I. Meeting Call to Order
- II. New Business

INFO: ACTION

1. Resolution 2026-02 Relative to Adopting the Fiscal Year 2027 Budget Request for the Guam Department of Education

INFO: ACTION

- III. Announcements & Adjournment

The public is welcome to view the meeting via live stream at
<http://www.youtube.com/guamdepartmentofeducation5142>

Individuals requiring special accommodations or information or wish to submit public testimony via email may contact Kathleen Lamorena by email: klamorena@gdoe.net.

This advertisement was paid by GDOE local funds.



Barrigada Municipal Planning Council

Municipality of Barrigada
124 Luayao Lane, Barrigada, Guam 96913
Tel: 671-734-3725/3737/3859 Fax: 671-734-1988



BARRIGADA MUNICIPAL PLANNING COUNCIL PUBLIC HEARING FIRST NOTICE

The Barrigada Municipal Planning Council will hold a Public Hearing on February 12, 2026. At the Barrigada Mayor's Office Conference Room.

5:30 PM. Application No. 2025-72, the Applicant, Guam Evergreen Corp., is requesting a Zone Variance for Use, to allow for the location, operation and maintenance of a space rocket tracking station in an "A" (Agricultural/Rural) zone, on Lot 6-R1, Block 1, Tract 221, Barrigada.

In compliance with the American with Disabilities Act, Individuals requiring special accommodations may contact Mayor June Blas at 671-734-3737/3859 or email: barrigadooffice@gmail.com.

JUNE U. BLAS
MAYOR



Barrigada Municipal Planning Council

Municipality of Barrigada
124 Luayao Lane, Barrigada, Guam 96913
Tel: 671-734-3725/3737/3859 Fax: 671-734-1988



BARRIGADA MUNICIPAL PLANNING COUNCIL PUBLIC HEARING FIRST NOTICE

20 CLASSIFIEDS

GUAM DAILY POST • MONDAY, FEBRUARY 9, 2026

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 - Strong research, writing, and communication skills

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Subject: Associate Lawyer Application [Your Name]
Include: Cover Letter, Resume, Writing Sample
(≤10 pages), Transcript (if within last 3 years).

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Email: guam@mcdonaldlaw.com
Attorneys for Petitioner

IN THE SUPERIOR COURT OF GUAM
IN THE MATTER OF THE ESTATES OF
ROBERT BASAS ARIZALA and MARIQUITA
TAIMANGLO ARIZALA,
Deceased.

SUPERIOR COURT CASE NO. PR0170-25
NOTICE OF CONTINUED HEARING

THIS NOTICE IS REQUIRED BY LAW. YOU ARE NOT REQUIRED
TO APPEAR IN COURT UNLESS YOU DESIRE.

1. NOTICE IS HEREBY GIVEN that Glenn A. Meno
filed a **Petition for Letters of Administration and**
Probate, reference to such petition is hereby made for
further particulars.

2. A continued hearing on the Petition will be heard
on **Wednesday, February 18, 2026 at 9:30 a.m.**
before Judge Dana A. Gutierrez in the Superior Court of
Guam.

3. To attend or participate in the hearing, you may
appear in person at the courtroom of Judge Dana A.
Gutierrez, 120 West O'Brien Drive, Hagåtña, Guam or
you may appear via Zoom by logging onto
<https://guamcourts.org/zoomus> and enter the
Meeting ID: 839 7874 0380 and **Passcode:**
189701. For technical assistance, please call (671)
475 3207 five (5) minutes prior to the designated
hearing time.

Dated December 17, 2025

Janice Camacho-Perez
Clerk of Court, Superior Court of Guam
/s/ Pauline I. U. Santos
Courtroom/Chamber Clerk

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PUBLICATION NOTICE

In accordance with the provisions of Guam Code Annotated, Title XI, Chapter III, Section 3315, notice is hereby given that:

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NOTICE OF PUBLIC HEARING

A public hearing will be conducted at 3:00 PM, Monday, February 16, 2026 in the UOG School
of Ed. 2nd Floor, Rm. 206, Mangilao, Guam.

The purpose of this hearing is to discuss:

1. Proposed Amendments to existing Rules and Regulations of the Guam
Commission for Educator Certification in Chapter 8, Title 5A, of the Guam Administrative
Rules and Regulations relative to Basic Skills Assessments, Temporary School Counselor,
and the reference to school administration standards.

Any person who wants to may attend and give oral testimony, or present written or
documentary evidence. Document viewing is available online at www.gecc.guam.gov or at the
UOG School of Ed. Rm 105, five (5) copies are available for examination. Submit written
comments to: office@gecc.guam.gov and the deadline to submit comments is February 16,
2026.

Livestream will be available at: https://gov.guam.tv/channel_page/gecc.

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PUBLIC HEARING NOTICE

Date: Tuesday, February 24, 2026
Time: 6:00 p.m.
Place: Dededo Senior Citizen Center

Application No. 2025-48, Kathleen A. Sorensen, requests a Zone Change from "C" zone to "M1" zone for the proposed construction and operation of warehousing, open storage, offices, equipment parking, and laydown yards, on Lot 10111 2 R1, Dededo.

Funding Source provided by the Applicant.

Person(s) requiring special accommodations, please call Cristina Gutierrez at 671 649 5263, ext. 375

NOTICE OF PUBLIC HEARING

A public hearing will be conducted at 3:00 PM, Monday, February 16, 2026 in the UOG School of Ed. 2nd Floor, Rm. 206, Mangilao, Guam

The purpose of this hearing is to discuss:

1. Proposed Amendments to existing Rules and Regulations of the Guam Commission for Educator Certification in Chapter 8, Title 5a, of the Guam Administrative Rules and Regulations relative to Basic Skills Assessments, Temporary School Counselor, and the reference to school administration standards

Any person who wants to may attend and give oral testimony, or present written or documentary evidence. Document viewing is available online at www.geec.guam.gov or at the UOG School of Ed. Rm 105, five (5) copies are available for examination. Submit written comments to: office@geec.guam.gov and the deadline to submit comments is February 16, 2026.

Livestream will be available at: https://govguam.tv/channel_page/geec

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ELECTRONIC SERVICE: eservices@rwatguam.com
Attorneys for Petitioner
Anthony Stewart and Michael Stewart

IN THE SUPERIOR COURT OF GUAM

IN THE MATTER OF THE ESTATE
OF
HENRY STEWART,
Decedent.
Case NO. PR0103-24

NOTICE OF HEARING ON FINAL DECREE OF DISTRIBUTION

NOTICE IS HEREBY GIVEN that Petitioners, Anthony Stewart and Michael Stewart, have filed a Report of Petitioners and Petition for Final Distribution, and Final Decree of Distribution for the estate named above, reference to which is hereby made for further particulars. A hearing on the petition is set before the Honorable Dana A. Gutierrez on FEB 25 2026 at 9:30a.m.

DATE at Hagåtña, Guam on JAN 23 2026.

JANICE M. CAMACHO-PEREZ
Clerk of Court, Superior Court of Guam
By: /s/ Pauline I. U. Santos
Chamber/Courtroom Clerk

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www.gcec.guam.gov



GCEC MEMBER SIGN IN-SHEET

COMMISSION MEMBERS

Roberta M. Abaday, **CHAIR**
(Terminal Degree-Education Rep.)
msrabaday@gmail.com

Lisa Baza-Cruz, Ed. D., **VICE-CHAIR**
(Terminal Degree-Education Rep.)
bazacruz@gmail.com

Lulene C. San Agustin, **TREASURER**
(School Counselor Representative)
lulene@gmail.com

Dolores "Lily" Bordallo, DBA
(Community Representative)
dr.doloreslily.bordallo@gmail.com

Lisa Cooper-Nurse, Ed. D.
(Administrator Representative)
liscooper-nurse@gdoe.net

VACANT
(Terminal Degree-Education Rep.)

VACANT
(School Teacher Representative)

EX-OFFICIO MEMBERS

Superintendent of Ed.-GDOE
(Judith Won Pat, Ed.D.)
jtwonpat@gdoe.net

President-UOG
(Anita Borja Enriquez, DBA.)
abe@triton.uog.edu

Chairperson-GEB
(Angel R. Sablan)
angelsablan5577@gmail.com

President/CEO-GCC
(Mary A.Y. Okada, Ed.D.)
mary.okada@guamcc.edu

Executive Director/ GCEC **SECRETARY**
Michelle M. S. Santos, Ed.D
michelle.santos@gcec.guam.gov

Public Hearing
February 16, 2026
SOE Bldg 2nd Floor Room 206

MEETING TYPE: Public Hearing	MEETING DATE 2/16/2026	ROLL CALL
		X
NAME OF MEMBERS	INITIALS	PRESENT
1. ABADAY, ROBERTA	<i>RA</i>	
2. BAZA-CRUZ, LISA		
3. BORDALLO, DOLORES "LILY"		
4. COOPER-NURSE, LISA		
5. SAN AGUSTIN, LULENE	<i>LS</i>	
6.		
7.		
EX-OFFICIO	INITIALS	PRESENT
8. GCC: (Representative) Marivic Schrage		
9. UOG: (Representative) Alicia Aguon		
10. GDOE (Representative) Doris Faisao		
11. GUAM EDUCATION BOARD (Representative)		
12. EXECUTIVE SECRETARY, Michelle Santos	<i>MS</i>	
13. CERTIFICATION OFFICER, Fran Camacho	<i>FC</i>	

Verified By: _____

Date/Time: _____

GUAM COMMISSION FOR EDUCATOR CERTIFICATION

Monday, February 16, 2026, 3:00 PM

UOG/SOE Room 206

PUBLIC HEARING

1. Proposed Amendments to existing Rules and Regulations of the Guam Commission for Educator Certification in, Title 5A, GAR Education Chapter 8, relative to Basic Skills Assessments, Temporary School Counselor, and the reference to school administration standards.

NAME	ORGANIZATION	EMAIL	TEL. NO	TESTIMONY			
				WRITTEN	ORAL		
Melissa Palomo - 776992	GCC	melissa.palomo@guamcc.edu		X			
Marsha Postrozny-Torres	GCC	marsha.postrozny-torres@guamcc.edu		X	X		
Geulma D. Espinoza	GOOE	geulma@gooe.net					
Cathy Procasas	UOG	cathy@uog.edu					
Geraldine James	UOG-SOE	g.james@triton.uog.edu		X	X		
Dean Olah	UOG-SOE	olah@triton.uog.edu					
Shantana Lee	UOG-SOE	shantana@triton.uog.edu					
Alicia C. Aguon	UOG-SOE	alicia.aguon@triton.uog.edu		X	X		
Genevieve Leon Guerrero	UOG	genevieve@triton		X			
Andrew Grunzke	UOG-SOE	grunzke@triton		X	X		
Rebecca Grunzke	UOG-SOE	grunzke@triton		X			
Quenta Wentzel	DOE	quenta@doe.net		X	X		
Isabelina Lwag	GOOE	isabelina@gooe.net		X	X		
Sam Mabuni Young	GUACTE	guam@guacte.org			X		
Jonah Benavente	Guam Post	jonah@postguam.com					
Jackysha Green	UOG	greenj5105@triton.uog.edu					
Jackie Quintana	GOOE	jackie@gooe.net					

GCEC PUBLIC HEARING TRANSCRIPT

2/16/26

Feb 16, 2026 | [Public Hearing](#)

Attendees: Chairperson, Roberta Abaday; Treasurer, Lulene San Agustin; Executive Director, Michelle Santos; Melissa Palomo, GCC; Marsha Postrozny-Torres, GCC; Geolyn D. Egurrola, GDOE; Cathy Cardenas, UOG-SOE; Geraldine James, UOG-SOE; Dean Olah, UOG-SOE; ShinHwa Lee, UOG-SOE; Alicia Aguon, Dean of SOE UOG-SOE; Genevieve Leon Guerrero, UOG-SOE; Andrew Grunzke, UOG-SOE; Rebecca Grunzke, UOG-SOE; Superintendent Judith WonPat, GDOE; Rizalina Liwag, GDOE; Sam Mabini Young, GUACTE; Jackysha Green, UOG-SOE; Jackie Quitugua, GDOE; Jonah Benavente, Guam Post

Note: [...] indicates it was difficult to capture what the speaker said.

Transcription

[2:30] Okay, it is now 3 o' clock if you would like to begin our public hearing. Thank you all for coming. Last time GCEC had a public hearing was in 2014 and we had one person come. So we're very happy that there is interest and participation. Today we are being live streamed just for your information, on Guam TV.

[2:54] Good afternoon, everyone. This public hearing is now called to order. I would like to welcome you and thank everybody here today. I am **Michelle Santos**, the GCEC Executive director. And joining me today is our chair, Roberta Abaday and our treasurer, Lulene San Agustin. [3:10] And most of you already know our certification officer, Ms. Fran-Nicole Camacho. [3:17] We greatly appreciate everybody's participation. The public hearing notice was printed in the Guam Daily Post on Thursday, February 5, Monday, February 9 and on Saturday February 14, 2026. In compliance with the AAA law, we have five sets of the proposed amendments to Public Law 31-50 and 32-220 available in our office and a notice and copy on our website. Additionally, emails were sent to the Superintendent of the Guam Department of Education, the Dean of the School of Education, the Interim President of GCC, and the Chair of the Bachelors of Science in Career and Technical Education, along with the GDOE HRO, the UOG School of Education Teacher Preparation faculty, School Administration faculty, and School Counseling faculty. Our purpose today is to solicit your input on the proposed amendments to existing rules and regulations 5A Guam Administrative Rules and Regulations on Education, Chapter 8, the Guam Commission for Educator Certification. [4:22] I trust that everyone has reviewed the documents and we will begin our discussion.

To date we have only received one comment via email from the superintendent's office.

So with that, do we have anyone here for oral testimony today?

So welcome to Guam Community College and if you don't mind, can we ask that you join us at the podium so that it can be seen on the live stream and also use our educator voices so that it can be heard on the computer. [5:07]

Okay, so hi everybody. My name is **Melissa Palomo** as I'm the department chair of the Education Department at **Guam Community College**. I'm here on behalf of our interim president of the college, Dr. Virginia C. Tudela. [5:26] I'm going to read part of the testimony. I know that time is limited so I'll try and highlight what's here, but you also have the written testimony. Okay, so Buenas and Hafa Adai, on behalf of Guam Community College, I

respectfully submit this testimony regarding the proposed amendments and additions to 5A GARR Chapter 8, governing educator certification. Guam Community College serves as a primary educator preparation and workforce development institution for our island. [6:02] As such, we share the Commission's commitment to ensuring that certification standards are rigorous, transparent, equitable and aligned with national best practices. Our feedback is offered in the spirit of strengthening the proposed amendments while safeguarding educator quality and public trust.

From here, Dr. Tudela has outlined several parts of the proposed amendments that she has given recommendations to, such as the Pre-Professional Basic Skills Assessment regarding guidance chart for mixing options, SAT and ACT cut scores, AP Calculus and AP Statistics such as these are the options given, open ended other options. She also has some questions in regards to the initial educator certificate, recognition of other US Jurisdictions and temporary school counselor certificates. So, with her conclusion, Guam Community College strongly supports efforts to modernize and expand pathways into the education profession. [7:23] However, flexibility must be balanced with rigor, clarity and transparency. We respectfully urge the Commission to 1) Publish all referenced guidance documents prior to adoption; 2) Establish and publicly justify SAT/ACT cut scores before implementation; 3) [7:48] Clarify alignment of AP examinations to foundational skills; 4) Define parameters for any future alternative options; 5) Ensure inclusive recognition of accredited institutions across US jurisdictions; and 6) Reassess minimum qualifications for temporary school counselors. GCC remains committed to working collaboratively with the Commission to ensure that Guam's educator certification framework maintains high standards while supporting sustainable workforce development.

[8:53] Please introduce yourself also and you can say who you are representing. Thank you.

[9:05] Hafa A dai, my name is **Dr. Geri James** and I represent the **School of Education**, [UOG] particularly the M.Ed. in Administration and Supervision Program which I am the program chair of. In reviewing the section pertaining to certification for school administrators. I did want to go on record as the Program Chair for the M.Ed. in Admin Supervision that I wholeheartedly, wholeheartedly support the changes. [9:31] It was a long time in coming. There was very problematic wording in there and it's been cleaned up very nicely and been very specific. I especially like the addition of clarifying that there should be an internship in the program. My next point has to do with pertaining to teacher certification. If you look on page two, under the different options and option A, it's an option. [10:00] Let's see. 1. The basic skills requirement by coursework. [10:07] Upon first reading after the three bulleted items where it says a course that does not fall within the indicated areas, may still qualify with an additional letter of explanation. The letter must come from the registrar or the department chair that oversees the math or English department as applicable. The letter must state that a course passed by the applicant covered reading, writing or mathematics. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined. So when I first looked at this, I found it a bit problematic because the areas covered in the three bullets were already and covering all that I could think of with reading, writing and math. [10:53] And so I just wanted to caution the commission and the fact that I believe it adds some subjectivity by leaving it open

like that to a course that does not fall within so for example, mathematics, you have algebra, so geometry, math, quantitative reasoning or statistics. But I was not in all the discussions that you had with the professional teacher preparation program faculty. So I would defer to them what they decide if this needs to be changed. I just wanted to go on record to just consider the fact that it does leave some interpretation open because now you're looking at a mathematics or English department chairperson with subjectivity looking at a course that wasn't listed above and now giving their opinion on it. And then now the commission giving an interpretation of their interpretation. [11:48] Okay, so that caution there. But if the commission and my PTP faculty feel that this is a provision that should stay in there. So my recommendation, and I'll submit it in writing, is to tighten up the statement a bit. So the third sentence where it says the letter must state that a course passed like the applicants covered reading for mathematics. So the word covered is overly broad and open to interpretation. [12:20] And I'll give you a copy of this. It's possible that any course can be said to have covered reading, writing, or math in some minimal way. So also, the course content should align with the basic requirement that you have up above. So, I'm just proposing a suggestion instead of making that sentence too overly broad. And here's what I propose. [12:44] The letter must certify that the course substantially addressed reading, writing, or mathematics, as required under this option and that way it's very specific. And then it says it has to go back to what the three bullet is. But other than that, nothing else with any of the other provisions. And I thank you for, you know, providing these different options that you have discussed and talked with faculty about.

Michelle Santos: Thank you very much, Dr. James.

Geri James: Do I give this to you?

Michelle Santos: That would be great, thank you very much. Dr. Alicia Aguon.

[13:45] Hafa Adai, to the Commission first, I am **Alicia Aguon, Dean of the School of Education [UOG]**. Now I just want to provide testimony representing the School of Education. But at the same time, my opinion, in terms of the School of Education. While I wholeheartedly agree with Dr. James and as well as aspects from acting interim President Tudela. [14:05] I want to thank you for this opportunity to comment. I reviewed the proposal and I respectfully share that I cannot support only because the structure is overly complicated and creates confusion in my opinion at this time. And that's the reason for this hearing so that we can make it the best that we could. [14:27] And as the proposal includes these options, these forms and also the verification steps we have. While we have those choices, these are very helpful, and I commend you, but to me the multiple pathways they sometimes lead to inconsistent interpretation and sometimes difficulties of implementation, but we can all smooth that out. That is just my general feeling or opinion [14:58] Then the certification policies, I think that they should be clear and easy for everyone to understand and follow. The added documentation verification requirements. I think they also might be extra work for the institutions, especially our educator programs. The university may be [...] resources. [15:22] And we'd like that to go over smoothly so we'd like some recommendations especially where it would be a simple approach that would support fairness and consistency. Now if the commission moves forward, with those changes to the basic skills requirements, perhaps a clearer and more direct method would be better serve the state [roles]. For example, passing college level courses in math and English

and literature already shows that students have developed the academic skills. These courses are degree requirements and widely accepted measures of reading, writing and quantitative ability. The Praxis math, reading, and writing scores as well also provide a clear and familiar measure of these basic skills. And the exams are standardized and easy to interpret. But either passing relevant college work or meeting the Praxis math, reading, writing benchmarks, that should be sufficient. [16:15] Again this is just my opinion. And the proposed verification processes also place a heavy burden on the education preparation programs particularly the School of Ed. It will require additional letters or validation forms and possibly mixed assessment options. I'm just concerned that it might create confusion or maybe delays and challenges but that these are all things that we should be able to iron out as far as the stakeholders. Instead of maintaining their certification standard I think it shifts much of the responsibility [16:55] to us, the institutions. But over time this may lead to emphasis on decisions that perhaps difficulties are tied to and I think we can all look at that and see that we have paved the path to make it smooth as we as we so a straightforward certification standard problem that I anticipate. I also want to say that it's also important to consider the alignment across the stakeholders. For example, the graduate program admissions they may continue to require Praxis [17:37] and GRE scores. In GDOE, the advancement and promotion [17:44] under this approach. But it remains a reasonable standard for and the educators that we hire on these exemptions may continue teaching while their promotions are [17:55] tied to their competencies. Thus, this supports flexibility while continuing to offer professional standards. [18:06] In closing, we support your efforts the SOE does work closely with the certification office as always and the policies I think would better emphasize clarity in the process, consistency and ease of implementation moving forward and [...]. Thank you and Si Yu'us Ma'ase.

Andrew Grunzke:[18:32] Welcome I'm with **UOG** and I'm program chair for secondary education and I have a few concerns as well so I'd like to provide my opinion on some of these matters. [18:47] As has been pointed out previously the changes on page two allowing for coursework in reading, writing and mathematics skills proficiency as I'm reading those requirements. It seems to me that for instance a student who's taken EN 110 composition at UOG and gotten a B would have been seen to have passed their writing requirement without any other basic skills validation. Any student who took CT101, critical thinking, would have met their reading requirement despite the fact that that course is not aligned with any literacy or reading standards and they wouldn't have any other verification of their reading. The same is true of math 100 and 151. If we would just, you know, taken either of those two classes, it seems from the way this is written that would suffice to meet your basic skills. [19:46]

So, in essence, this proposal seems to be saying that anyone who's taken some but not all of their tier 1 gen ed courses here at UOG has met the basic skills requirements to be a teacher. And while on the face of it that still might seem reasonable, it's also quite a step down from the current professional standards. I think that such a proposal would be more reasonable if they had to take a course that was in addition to a higher course number than a tier 2 general education course. I think that would be more indicative that they had actually met those basic skills. So, I think there are two concerns that I have in general. One, I think that the Praxis test represents a fairer, more objective external measure of the students' basic skills. [20:40] I really

like the inclusion of SAT scores and AP English course, particularly as the representative from GCC noted, if we have the cut scores set properly, I think that makes a whole lot of sense because those skills are assessed in formal environments with safeguards from cheating, they're graded by anonymous external reviewers. I have a lot more confidence in that being indicative of somebody's ability to perform those basic skills than I would with just a "B" in a general education course. In my view without having done this at the higher education level, I've had a lot of students who did just fine in their general education classes but had a lot of difficulty demonstrating the proficiency on those Praxis tests. Those two, you know, being able to get a "B" in a general education course is not equivalent to being able to pass Praxis. [21:37] And additionally the courses that might suffice to demonstrate that you've met these basic skills, according to proposal, are not as strictly aligned with the types of skills that teachers actually need. Elementary and secondary teachers might for instance go to teach geometry, statistics and probability. Those skills would not be assessed in a basic college course in college algebra. And so, we would be allowing students to solely rely on their grade in a college algebra course to meet the math requirement. But that may leave their future students with a teacher who has not demonstrated proficiency in the skills they are actually required to teach. [22:20] So I think the praxis being more aligned with those basic skills is probably a better measure of that. And so I would hope that, you know, as we're working through this proposal that we would make sure that the requirements are actually aligned with the skill basics teachers need to have rather than just a general alignment. [22:43] Again. I also share concerns that the change in the GCEC policy will put pressure on other institutions to also drop their testing requirements. And I also hope that as GCEC has been doing their work that they've considered what the impacts of this might be on articulation agreements with other US States. If we drop our Praxis requirement, then other states that might have accepted our candidates with a certificate from Guam may decide to no longer do that. And I would hate to see some of those relationships jeopardized. [23:24] So I hope that that's being considered as we're taking all these things. But thank you for your time. I appreciate you listening. Thank you.

Judith WonPat [23:59] Buenas yan Hafa Adai, Chairperson and Honorable Members of the Guam Commission for Educator Certification. In the spirit of Inafa'Maolek Yan Respetu, working together in mutual respect for the good of our community. I thank you for the opportunity to provide testimony regarding the proposed amendments to 5A GARR Chapter 8. I commend the Commission for expanding options under the pre-professional basic skills assessment and for reviewing certification pathways. These steps move in the right direction. However, additional flexibility is necessary to address the ongoing hardships in recruiting and retaining highly qualified educators, particularly as Guam's [24:29] educational priorities evolve. Guam continues to experience difficulty recruiting teachers in critical shortage areas. The pathway to certification remains complex and layered with multiple requirements including degree completion, educator preparation programs aligned to Guam standards, passage of several examinations, field-based internships, and specific coursework threshold. While each requirement individually may be reasonable, the cumulative effect creates a barrier that discourages otherwise capable candidates from applying or accepting positions. For off-island applicants, the process can be time consuming and costly often leading candidates to accept employment in other jurisdictions with more streamlined systems. It is important to clarify what

defines a highly effective teacher or instructor. [25:24] A highly effective teacher is not solely someone who has passed standardized examination. Rather, a highly effective educator demonstrates strong content knowledge, effective instructional strategies, classroom management skills, cultural responsiveness, and the ability to produce and design measurable student growth. Effectiveness is best demonstrated through performance evaluations, learning outcomes, mentorship participation, and continuous professional growth. Examinations measure baseline knowledge, but they do not fully capture classroom effectiveness, leadership or the ability to positively impact students. To address recruitment hardships while maintaining high standards, one should consider broader acceptance of verified teaching experience. [26:15] The proposed rules already recognize documented teaching experience in certain contexts under alternative certification. This recognition should be expanded. Teaching experience gained in accredited institutions, vocational programs, military education settings, business or industry training environments, and other scholastic contexts should be accepted when performance evaluations demonstrate satisfactory service. Experienced educators who have already proven their ability to teach effectively should not be required to duplicate internship or student teaching requirements. In addition, Guam should formally recognize and accept valid teaching certificates from US States and territories, particularly in neighboring Pacific jurisdictions such as the Commonwealth of the Northern Mariana Islands. The CNMI and Guam share similar educational structures, standards alignment, and regional workforce realities. Automatic or streamlined reciprocity for educators holding active unencumbered licenses from the CNMI and other US Territories would significantly expand the recruitment pool without lowering standards. [27:28] Educators in good standing should be permitted to teach under a provisional Guam certificate while completing any Guam specific orientation requirements. Furthermore, professional development and work-based learning experiences obtained outside traditional universities or colleges should be recognized provided they meet quality documentation standards. Many educators complete meaningful professional development for accredited training organizations, military training programs, industry certifications, workshops, conferences and online learning platforms. If such experiences are verifiable, standards align and total at least 45 professional development hours, they should be accepted towards certification advancement or renewal requirements. Limiting acceptable professional development hours solely to university coursework excludes high quality training opportunities that are directly relevant to classroom practice. Other states and territories have implemented similar flexibilities in response to teacher shortages. [28:31] Many jurisdictions now provide alternative certification pathways, expand reciprocity agreements, and performance-based advancement models. These approaches maintain high standards while recognizing that effective teaching is demonstrated in the classroom, not solely on standardized examinations. In conclusion, the Guam Department of Education strongly recommends streamlining teacher certification requirements to better support recruitment and retention efforts. And yes, we do recommend that yes you continue with the Praxis Core but adding so many other exams like the AP. If there's an AP course required you know it might be an unnecessary barrier. Second, greater flexibility should be allowed by accepting alternative certifications that demonstrate proficiency in specific programs, subject areas, or specialized skills required to teach particular courses. Since the Guam Department of Education provides extensive professional development opportunities, including coaching and mentoring. [29:38] These professional development

experiences, particularly those offered outside universities on colleges should be recognized and credited as part of certification requirements. Fourth, reciprocity should be broadened to accept certifications obtained from other jurisdictions and entities, including the Commonwealth of the Northern Mariana Islands. And finally, prior teaching experience outside of Guam should be fully recognized and credited. Experienced teacher applicants should not be required to complete practice teaching under the University of Guam or UOG or any other institution if they have already demonstrated successful teaching experience elsewhere.

Thank you for your continued leadership and commitment to strengthening education for the students of Guam. And by the way, when I attended the Chief State School Officers conference in Washington D.C. I attended a session in particular about Praxis and there are many states that have actually moved away from taking Praxis and developing their own test. And I will be going there again in March and I'll definitely make sure that you know I don't get as well and I did submit to you guys through PREL and WIAC(?) that there may be other alternatives for teachers for science, for Core Praxis or any other exams.

[31:09] Good afternoon and thank you for allowing us to provide this testimony. My name is **Dr. Rizalina Liwag** and I am the Deputy Superintendent for Curriculum and Instruction under Guam Department of Education. So, in short, we are the end users of whatever you guys are actually producing, right? So, it's important that we hear our needs based on what we are, the [31:33] initiatives that we are, trying to implement in Guam Department of Education. So, Guam Department of Education is also shifting the focus towards delivering stronger college and workforce readiness outcomes for our students. So, this means that this CCR individuals are at least CCR includes K12 continuum framework and this institution recognizes that students must graduate prepared not only for postsecondary education but also for immediate entry into high demand industries. To accomplish this, Guam must recruit teachers with real world expertise in engineering, architecture and information technology, healthcare, law enforcement, business management, skilled trades and other technical and professional skills. However, many professionals in these industries may be discouraged from applying to teach because of restrictive certification requirements. [32:33] Engineers, architects, cybersecurity specialists, accountants, healthcare professionals, HVAC technicians, and law enforcement professionals often hold advanced degrees, industry certification, and years of field experience. Yet they may be required to complete extensive additional coursework, multiple examinations, and formal educator preparation programs before they can enter the classroom. For mid-career professionals, these barriers can be prohibitive. [33:11] If Guam is serious about workforce readiness, we must make pathways that allow subject matter experts to teach while completing pedagogical requirements in a structured and supportive manner. Students benefit tremendously from instructors who bring authentic, hands-on experience into the classroom. [33:30] For example, professionals in architecture and engineering can teach students industry standard software such as AutoCAD, blueprint reading, drafting and structural design principles. Information technology specialists can provide instructions in cybersecurity fundamentals, network administration, coding, cloud system, digital forensics, and emerging technologies. These are not abstract concepts, they are practical skills aligned with high wage, high demand careers. In the healthcare field, workforce-aligned programs could include pharmacy technician training, medical terminology, patient care fundamentals, electronic health record systems,

phlebotomy basics, and health science pathways. Students could gain exposure to laboratory procedures, sterile techniques, medication calculations, and clinical simulations under the guidance of experienced healthcare professionals. Similarly, skilled trades professionals could provide instruction in HVAC system, refrigeration technology, electrical systems, construction safety, and building maintenance. These programs directly support Guam's economic infrastructure needs. [34:51] Highly effective teachers are those who combine content expertise, instructional skills, and measurable student interaction. Effectiveness should be defined by demonstrating classroom performance, student learning growth, adherence to professional standards, and ongoing professional development not solely by the number of examinations passed. Industry professionals, when properly mentored and evaluated, can become highly effective instructors because they provide both technical knowledge and real world application. To support the shift toward college and workforce readiness, Guam should expand acceptance of verified teaching and training experience. Work based instructional experience in military training environment, corporate training programs, program and technical institute should be recognized when performance documentation demonstrates satisfactory service. [35:48] Student teaching or internship requirement should be waived for individuals with substantial documented instructional experience. Guam should also streamline reciprocity and accept valid teaching certification from US States and territories, particularly neighboring jurisdictions such as Commonwealth of the Northern Mariana Islands. Educators holding active unencumbered licenses in good standing should be granted regional certification. This regional approach would significantly expand the pool of qualified educators. Additionally, professional development completed outside traditional universities should be accepted provided it meets quality standards, not all of them, at least qualified verifiable professional development hours. [36:36] Many professionals complete high level industry certification, continuing education programs, safety certifications, technology trainings and accredited workshops that are directly aligned with workforce needs. These experiences are often more immediately relevant than traditional academic coursework and should be recognized towards certification advancement or renewal. Guam must balance high standards with practical solutions. By expanding alternative certification pathways, recognizing industry expertise, accepting verified work based teaching experience, acknowledging professional development beyond universities or colleges and strengthening reciprocity with territories such as the Commonwealth of Northern Mariana Islands, the Commission can preserve educational quality while removing unnecessary barriers. If we are committed to preparing our students for engineering labs, architectural design studios, business management, cyber security centers, healthcare facilities, law enforcement agencies and skilled trades careers then our certification system must allow those professional in our classrooms. With structured mentoring, strong evaluation system and ongoing professional development, Guam can ensure that these individuals become highly effective educators who deliver meaningful college and workforce readiness outcomes. [37:59] Thank you.

[38:18] Good Afternoon, thank you for including me.

[38:22] I don't have any formal written testimony but I do have my notes and I'd like to go ahead and present them. Yeah just for clarification again, my name is **Dr. Sam Mabini Young** and I'm just representing myself as a prior educator and currently the founding president of **Guam**

ACTE and the co-executive director, but also because of the work that I had done many years ago when I was trying to bring in Troops to Teachers to Guam and also exploring, when I was at labor, registered apprenticeship programs to bring in teachers and you know into the pathways. So you know this is close to my heart and I really appreciate everything all the work that you all are doing and the proposed legislation that was just shared with me today asking would you like to give your two cents. If it will help. So in reviewing all of this it has become clear to me that you know there's a lot of criticism that I have heard not only locally but nationally regarding maybe the process of getting started. The barriers [39:32] to entry rather than... and then are these practices [.....teaching effectiveness]. And in my short research project, I've seen that many states have actually adopted some alternative methods and I'll share a little bit of maybe what are some of those and I'm sure you've already done your homework and you've seen what they've said, but I'll go ahead and share what I was able to find as the draft amendment of the rules and regs points out, like the ACT [40:04] and the SAT scores have been used in lieu of the basic skills exams. States like Mississippi, Georgia, Wyoming have adopted that. And that's because of their similar situation regarding their rural issues and their difficulty in being able to [...] teachers. Recognizing GPA that's 3.0 or higher, some states have actually used that the way basic skills testing. In Hawaii, they have actually developed their own testing, which is something that I think would be great if Guam could do that one day. In other states. I just wanted to share, just recently in 2024, in California, they now allow bachelor's degree or higher in any subject to serve as sufficient proof of basic skills for admission to teacher prep programs. And so for them there is a [.....] for their CBEST program and but they also do a review of the transcripts. [41:02] In Oklahoma, the governor just recently signed the removal of requirements for teacher candidates to pass a general ed exam that covers communications, critical thinking, computation, which officials said was redundant and presented a financial barrier. In New York, the state department proposed eliminating their EDTPA which they found to be a very costly video-based performance assessment and now they're replacing it with an in-program teacher performance assessment during student teaching and again this removes a significant financial barrier. In New Jersey, they have a new law formally removing Praxis Core exam from their certification requirements. And in 2024, the responsibility for certifying education grads was shifted from the state to colleges and universities. The state of Illinois they enacted a law allowing teacher candidates to begin student teaching before they even passed their content area exam specifically aimed at reducing the barriers to underrepresented funds (?). [42:01] In Pennsylvania, the state created experience-based certificates that was like an intern certificate. It was an alternative to emergency permits and so this provided new teachers with mentorship and pathways to permanent credentials and this also, they also launched a 30-million-dollar student teacher stipend to compensate student teachers who couldn't hold up paying jobs. [42:25] Nevada, they had a they have a bill that would allow teachers credentialed in other states to begin working in the Nevada classroom while awaiting formal approval. This removed extra steps for teachers switching grade levels and waived application fees for recent substitute teachers. By the way that was probably one of the ways to because I think we're all here to kind of talk about the reduction, about access. So, there's other methods and some of those may be waiving application fees or whatnot. In Texas, they have a district innovation policy waiver. Texas public school districts can hire uncertified teachers without state agency approval if they can demonstrate a shortage of a highly regulated pathway to the classroom. [43:07] In Florida,

the state extended temporary certification period from three to five years and implemented a teacher apprenticeship program to get more people into the profession. I'd like to talk about this. [43:18] In Washington, they designed a recruitment strategy encouraging paraprofessionals, teacher aids, to become classroom teachers requiring school districts to offer foundational training ranging from 14 to 28 hours directly to para-educators. And in the state of Colorado, they signed an interstate teacher mobility compact which IOLA licensure barriers for licensed teachers from Alabama, Florida, Kansas, Kentucky, Nevada, Nebraska, Oklahoma, Oregon and Utah, allowing them straight access to teaching in Colorado faster. So that goes to the comments that I heard earlier about stronger reciprocity. So, the common thread across this is really to reduce or eliminate cost barriers in creating some career pathways and apprenticeship, and streamline reciprocity for out of state teachers. [44:10] That hits home for me because I had many military people who had served on Guam and wanted to teach on Guam and went to the Troops to teacher program. They were in contact to me they were so gung ho and they couldn't get it from that program for some reason and they left. I yeah and so and I was very frustrated because I was volunteering and I promised them that they would be able anyways so there are opportunities and I and the goal again is to help reduce that financial logistical barriers that can be [...] places like Guam obviously other states are experiencing the same so I wanted to share some of those so what one person quote said well it's kind of like they're get them in the classroom first and then we'll take the you know what they need later. But that seems to be the philosophy driven by necessity. So that which goes to my advocacy for registered apprenticeship is something that I know that an MDF and actually know if that's something that we adopt. Many states have already adopted it I'll give you an example. Tennessee, they're the actual leading leader in this. [45:23] They are the first state to sponsor their teacher occupation apprenticeship program in January 2022. And so, they have an actual model where they actually they call it the grow your own model and school system developed that. And I think some of you have heard about that already. New York, there's the early adopter equity focus. Colorado, they integrated their new OJT standards. [45:45] Alabama, which is where I did my research on absolutely progressed very intentional plans to prepare paraprofessionals into the teacher pipeline. I observed that myself personally and basically the program requires applicants to be current employees in the school system which many of them who I've met who are sometimes substitutes. And so, they, and, and so they're in the paraprofessional role and they're able to be enrolled into this registered apprenticeship preparation program and so forth. And so, they have mentors that which are their journey men, the certified teachers. And then they receive a stipend of not less than 4,000 year. [46:31] And having been the former secretary of Labor, I can tell you that there can be funding that can be, that can be secured just specifically for that. So, I'll stop, I'll get off that. [46:43] I'll get off that little box. And last but not least, being the, a former senator myself, I'd be happy to share a few little technical things if we do end up using this. It's just a few, you know, things that I would recommend if we're going to actually use this language. [46:59] Just things, for instance, you know the form will be available on the website. We said the form shall be, shall be available on the website and upon request, to make it very clear where you're going to get it and let's see what else was there I want to say. I think that's it but I'd be happy to share my little, little red line. Not much. [47:22] It was very pretty nicely written. But I really appreciate what I heard today. It resonates with me and I can clearly see that we're heading in the right direction. Si Yu'us Ma'ase. [47:40]

Michelle Santos: Anyone else to provide oral testimony? Okay. We will continue to accept written testimony through 11:59 pm and gladly appreciate your feedback and your participation in this administrative adjudication process. [47:59] I know this is hard because you're sharing and we're not responding. So, I'm sure you're not getting the feedback on what you're sharing. How I'd love to respond. [48:14] But this is a formal process and we will transcribe the information that's been written. We do have other steps to take. We will meet as a board to determine changes or recommendations or things like that. If you did not see portions of the law that you may have discussed today, this is only pertaining to those three areas that we were changing, only the basic skills assessment, only the administrator standards and the internship component, and only the counseling with the temporary allowing us to renew one time and those 200 hours. And so, there was a lot of reference to career and technical education. [48:57] I welcome you to please take a look at that section of the law because that does take in professionals straight from the workforce into the classroom which is a very different process than your core areas. So please do take a look at the law; it is on our website under public laws, under services and resources or it is on the compiler of laws 5A GARR chapter 8.

Roberta Abaday: I do want to acknowledge that Dr. Won Pat was one of the people who put this law forward to have the certification office. So, we want to thank you for your insight and your guidance in how to get this office started. And we spent many many years and hours and talking to multiple groups in order to get the feedback and so we are constantly trying to make it a little bit better. [49:51] So thank you for all your ideas. We will take them all into consideration and then take a look what we have and try to [.....] and from here every year do the same. So, thank you very much. We appreciate all the time you spent. [50:24]

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GCEC RESPONSE TO MISTATEMENTS
OR MISUNDERSTANDINGS

One statement Melissa Palomo made to Dr. Gina Tudela regarding the Temporary School Counselor certificate seemed to imply that the requirements had been reduced. Additionally, she indicated a need for publicly justified SAT and ACT scores, clarification of the alignment of AP exams to basic skills, definition of parameters for future alternative options, and inclusive recognition of accredited institutions across US jurisdictions.

RESPONSE: The current requirement for a Temporary School Counselor is a Bachelor's degree in Education, Psychology, Social Work, or a related field. This has not changed. The only change for Temporary School Counselor was to allow the certificate to be renewed once, provided that evidence of at least 12 credits toward the degree was submitted. The scores for the SAT or ACT, as with the Praxis, would serve as recommended cut scores indicating minimum basic skills. The AP scores are not necessarily "basic," but they are often accepted by institutions as demonstrating college-level coursework. The AP areas would be in English Literature or English Language and AP Math. These would be in lieu of the college coursework or Praxis.

Dr. Andrew Grunski was concerned that any change would affect articulation agreements [reciprocity]. He was concerned that providing options was lowering the standard too much and was concerned that some of the identified courses may not have specific reading or writing competencies. He also felt that the Praxis, ACT, and SAT had more valid and reliable outcomes than course grades.

RESPONSE: The proposed changes would not affect our agreements with NASDTEC and would actually align with what other states are doing. The GCEC could address the concern about the courses by stating that the State Approved EPP will propose appropriate classes for GCEC approval.

Dr. Alicia Aguon is concerned that the verification process will place a heavy burden on education preparation programs, requiring additional letters or validation forms. She is concerned about confusion. She also indicated that graduate programs may still require Praxis or GRE. Also, she indicated GDOE may need Praxis for advancement or promotion.

RESPONSE: The verification form is a one-page document that the student can fill out, and the school can sign off on. The University is welcome to maintain more rigorous standards. The GCEC is unaware of any advancement or promotion related to Praxis Core.

Dr. Judith Won Pat seeks additional flexibility to recruit and retain highly qualified educators. She says the certification pathway is complex and layered, with multiple requirements that she says are barriers and discourage others from applying. For off-island candidates, they will accept employment where the process is more streamlined. She talked about highly qualified and then moved to highly effective. She wants the GCEC to consider documented teaching experience under alternative certification (e.g., in other institutions, training facilities, military education settings, or other scholastic contexts with performance evaluations that demonstrate satisfactory service). Experienced educators should not be required to duplicate internship or student teaching requirements. Guam should accept certification from neighboring Pacific

jurisdictions and the CNMI if they have unencumbered licenses. They should be given provisional licenses while completing Guam-specific orientation requirements. Professional development and work-based learning should be recognized. GDOE says to continue using Praxis Core, but adding AP exams is unnecessary.

RESPONSE: Highly Qualified was defined under NCLB and is no longer used; qualification is a foundation, and effectiveness comes with time. Licensure ensures one has the foundation. Experienced educators with clear credentials from states with reciprocity do not have to complete an additional student teaching or an internship once on Guam. Guam does not accept CNMI certification because its requirements differ significantly from those of the other 52 signatories to the NASDTEC Interstate Agreement. The CNMI was a member of NASDTEC until 2018. AP exams are not added to or in addition to the Praxis requirements; they are an option in lieu of the Praxis.

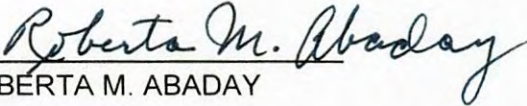
Dr. Liwag discussed the need for College and Career Readiness (CCR) and for recruiting teachers with real-world expertise. She also discussed highly effective teachers, the importance of accepting verified teaching and training experience, and the need to waive student teaching or internship requirements for those professionals. She said Guam should streamline reciprocity, particularly from neighboring jurisdictions and the CNMI. She also indicated that verifiable Professional Development should equate to credit-bearing college courses and should be recognized towards certification advancement or renewal.

RESPONSE: The careers mentioned by Dr. Liwag are often Career and Technical Education (CTE) clusters; the certification requirements for CTE educators differ from those discussed in the proposed amendments. Student teaching and internship are part of an educator preparation program. Guam does not accept CNMI certification because its requirements differ significantly from those of the other 52 signatories on the NASDTEC Interstate Agreement. They were members until 2018. Lastly, Professional Development courses are used for licensure renewal, but not for foundational knowledge. Universities would not be required to accept a "certificate" as evidence of course completion. The content, outcomes, assessments, and many other variables lead to inconsistencies between PD and programmatically approved coursework. Courses from accredited institutions on a transcript are a consistent measure of foundational knowledge.

Dr. Sam Mabini Young shared some alternative requirements for certification, such as states that accept ACT and SAT, recognizing GPA, Hawaii developing its own test, California accepting a bachelor's degree or higher as evidence of meeting the basic skills, Oklahoma removing the general ed exam, New Jersey removing Praxis and shifting certification to the institutions, and Pennsylvania creating experience-based certificates. Texas has the district innovation policy waiver for uncertified teachers, and Florida's temporary certificate was extended from 3 to 5 years. Some states have a grow-your-own program for para-professionals. Also, some states have direct reciprocity agreements. She discussed the Troops to Teachers program and the barriers faced on Guam. More was also discussed about the apprenticeship.

RESPONSE: Dr. Mabini shared much of the research that we, too, have completed at GCEC. Hawaii still lists Praxis as a requirement, and I was unable to verify the creation of a Hawaii-specific test. Yes, California does accept the bachelor's in lieu of the basic skills assessment;

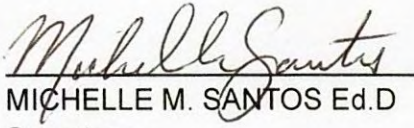
however, all of their institutions have admission standards, unlike Guam's two higher education institutions, which are open admission. Regarding district innovation in Texas, two weeks ago, the Dallas Morning News reported that the deadline for educator certification is 2027. Guam's temporary certificate is a two-year certificate, renewable with 12 credits toward certification, giving an individual four (4) years to complete the process, which can take 12 to 14 months. With Troops to Teachers, the hurdle wasn't certification; it was higher ed, getting the transcripts together, and finding courses during a time when the person could attend class.



ROBERTA M. ABADAY

Chairperson

Guam Commission for Educator Certification



MICHELLE M. SANTOS Ed.D

Secretary

Guam Commission for Educator Certification

WRITTEN TESTIMONY



OFFICE OF THE PRESIDENT

Virginia C. Tudela, Ph.D.

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REC'D 2-16-2020
2:48 pm

**Testimony Before the Guam Commission for Educator Certification
Regarding Proposed Amendments to 5A GARR, Chapter 8**

Buenas yan Háfa Adai.

On behalf of Guam Community College (GCC), I respectfully submit this testimony regarding the proposed amendments and additions to 5A GARR, Chapter 8, governing educator certification.

Guam Community College serves as a primary educator preparation and workforce development institution for our island. As such, we share the Commission's commitment to ensuring that certification standards are rigorous, transparent, equitable, and aligned with national best practices. Our feedback is offered in the spirit of strengthening the proposed amendments while safeguarding educator quality and public trust.

I. Pre-Professional Basic Skills Assessment (§8104(t))

GCC appreciates the Commission's effort to provide multiple pathways for satisfying the Basic Skills Assessment (BSA). Expanding options may increase access while recognizing diverse academic preparation. However, several provisions warrant clarification to ensure consistency, transparency, and maintenance of professional standards.

1. Guidance Chart for Mixing Options (§8104(t)(B))

The proposal references a "Guidance Chart for Mixing Options," yet no such chart has been provided for public review. For a policy that allows combinations of coursework and examinations to satisfy a statutory requirement, it is critical that stakeholders have access to the exact framework being used to determine eligibility.

We respectfully request that the Guidance Chart be formally published, clearly detailing:

- Acceptable combinations of coursework and exams;
- Minimum grade and score thresholds;
- Oversight and verification procedures.

Without public access to this document, implementation risks inconsistency and potential inequity among applicants.

2. SAT/ACT Cut Scores (§8104(t)(C))

The proposal permits the use of SAT or ACT scores; however, the qualifying scores are “to be determined by the Commission.” The absence of defined benchmarks creates uncertainty and may inadvertently lower the standard for demonstrating basic skills.

For comparison, jurisdictions such as California clearly publish SAT and ACT cut scores for teacher credentialing, while Hawaii relies primarily on degree-based and program-based pathways with structured verification processes.

GCC respectfully recommends that:

- Cut scores be established prior to adoption of the rule;
- Benchmarks be aligned with national norms and comparable states;
- A formal methodology be published explaining how scores were determined.

Transparency in setting passing scores is essential to maintaining credibility and parity with other jurisdictions.

3. AP Calculus and AP Statistics (§8104(t)(E))

The inclusion of Advanced Placement Calculus or Statistics examinations as a substitute for demonstrating foundational mathematics proficiency raises important questions. While these are rigorous courses, they are not designed to assess basic mathematical competencies typically expected of all educators.

We ask the Commission to clarify:

- How AP Calculus or AP Statistics scores correlate to foundational math skills;
- Whether the intent is to measure higher-order reasoning rather than baseline proficiency;
- Whether alignment studies have been conducted.

If retained, this option should be supported by documented alignment demonstrating that AP performance meaningfully reflects competency in the core areas required for certification.

4. Open-Ended “Other Options” (§8104(t)(F))

The language allowing “Other options (tests or courses) ... determined by the GCEC” is overly broad and lacks defined parameters. While flexibility can be beneficial, undefined discretion may lead to inconsistency and reduced transparency.

GCC recommends that:

- Any additional options be formally promulgated through rulemaking;
- Clear criteria be codified for approval of alternative assessments;
- Stakeholders be notified of changes through published guidance.

Certification standards must remain predictable and consistently applied.

II. Initial Educator Certificate (§8105)

The proposed language requires completion of “an educator preparation program aligned with the Guam Professional Teacher Standards.” Clarification is needed regarding:

- Whether this includes only programs offered locally or all regionally accredited institutions;
- Required credit hours and course levels;
- The approval and verification process for out-of-jurisdiction programs.

Given GCC’s role in workforce preparation and articulation with four-year institutions, clarity in this provision is critical to ensuring students can plan their academic pathways effectively.

III. Recognition of Other U.S. Jurisdictions (§8110)

The proposed language references accredited institutions within “the fifty (50) states.” This may unintentionally exclude institutions in other U.S. jurisdictions such as Puerto Rico and the U.S. Virgin Islands.

GCC respectfully recommends expanding the language to include accredited institutions in all U.S. states and territories. Doing so ensures equitable treatment and supports workforce mobility within the broader U.S. system.

IV. Temporary School Counselor Certificate (§8112)

School counselors play a vital role in student academic success, mental health, and career readiness. The proposed language permits renewal of a Temporary School Counselor Certificate with as few as twelve semester hours toward an Initial credential.

Given the importance of this role, GCC questions whether this threshold is sufficient preparation. Teachers are required to hold at least a bachelor's degree; it would seem reasonable that individuals serving in counseling capacities meet minimum degree standards in counseling, psychology, social work, education, or related fields.

We recommend reevaluating the minimum qualifications to ensure that student well-being remains paramount.

Conclusion

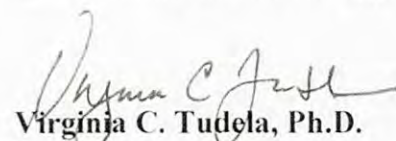
Guam Community College strongly supports efforts to modernize and expand pathways into the education profession. However, flexibility must be balanced with rigor, clarity, and transparency.

We respectfully urge the Commission to:

1. Publish all referenced guidance documents prior to adoption;
2. Establish and publicly justify SAT/ACT cut scores before implementation;
3. Clarify alignment of AP examinations to foundational skills;
4. Define parameters for any future alternative options;
5. Ensure inclusive recognition of accredited institutions across U.S. jurisdictions; and
6. Reassess minimum qualifications for Temporary School Counselors.

GCC remains committed to working collaboratively with the Commission to ensure that Guam's educator certification framework maintains high standards while supporting sustainable workforce development.

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



Virginia C. Tudela, Ph.D.
Interim President
Guam Community College



UNIVERSITY OF GUAM

UNIBETSEDĀT GUAHAN

February 16, 2026

College of Professional Studies

School of Education

To: Guam Commission for Educator Certification

Re: Proposed Amendments to the Existing Rules and Regulations of the GCEC in Chapter 8, Title 5a

Here is my feedback for the proposed GCEC amendments:

1. As the Program Chair for the M.Ed. Administration and Supervision, I support the changes pertaining to **certification for school administrators on pp. 5-6, Section 4. §8110.**
2. Regarding the sections pertaining to teacher certification, I do have one recommendation for the highlighted sentence from the paragraph on **p. 2, under 2. §8104, (t)(1)(A):**

"A course that does not fall within the indicated areas may still qualify with an additional letter of explanation. The letter must be from the registrar or the department chair that oversees the Mathematics or English department, as applicable. **The letter must state that a course passed by the applicant covered reading, writing, or mathematics.** Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined."

I recommend tightening up the highlighted sentence, because the word "covered" is overly broad and open to interpretation. It's possible that any course could be said to have "covered" reading, writing, or mathematics in some minimal way. Also, the course content should align with the basic skills requirements of the aforementioned content areas described in the bulleted list prior to the paragraph. So, I propose tightening up the sentence this way:

"The letter must certify that the course substantially addressed reading, writing, or mathematics, as required under this option."

Si Yu'os ma'āse' (thank you),

Dr. Geraldine James
Assistant Professor
University of Guam, School of Education
Division Chair, Advanced Education & Research Services
Program Chair, M.Ed. Administration & Supervision
Email: gjames@triton.uog.edu



Office GCEC <office@gcec.guam.gov>

Comments on Proposed GCEC Amendments

3 messages

Andrew Grunzke <grunzkea@triton.uog.edu>
To: "office@gcec.guam.gov" <office@gcec.guam.gov>

Mon, Feb 16, 2026 at 2:24 PM

Håfa Adai,

Attached please find my comments on the proposed amendments to the basic skills requirements for teacher candidates. I wanted to get these comments to you prior to the public hearing this afternoon, and I look forward to discussing these issues in more detail there.

Si Yu'os ma'åse,
Andrew Grunzke



Comments on GCEC proposal Feb 2026.docx
17K

Office GCEC <office@gcec.guam.gov>
To: Andrew Grunzke <grunzkea@triton.uog.edu>

Mon, Feb 16, 2026 at 4:28 PM

Received,
Thank you, Andrew!
Michelle
[Quoted text hidden]

Office GCEC <office@gcec.guam.gov>
To: "Dr. Michelle M.S. Santos" <michelle.santos@gcec.guam.gov>

Tue, Feb 17, 2026 at 3:28 PM

[Quoted text hidden]



Comments on GCEC proposal Feb 2026.docx
17K

Feb. 16, 2026

Dear valued colleagues at GCEC:

According to my reading of this proposal, it seems to me that it is, in effect, seeking to remove any sort of external validation of students' basic skills. The proposal reads as follows:

"The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally accredited college or university for credit, passed with a grade of B or better, be degree applicable, and be at least 3 semester units or 4 quarter units."

This seems to be saying that any student with a B or better in 3 credits of reading, writing, and math has met the basic skills requirement for the purposes of becoming a teacher.

In practical terms, a student who has taken EN-110 Composition at UoG and gotten a B has taken a writing course, and no further verification of basic skills is needed.

Any student who has taken CT-101 Critical Thinking and has gotten a B has taken a reading course, and no further verification is needed.

Any student who has taken MA-100 or MA-151 and gotten a B has taken a math class, and no further verification is needed.

In essence, the proposal seems to be saying that anyone who has taken some (but not all) of the Tier I general education courses at UoG has meet the basic skill requirements to be a teacher. Suffice it to say, this applies to nearly every student who has completed a half of the courses in their first freshman semester. More or less any 3.0 student will be deemed to have met the basic skills requirement. While on the face of it, it might not seem so, this is a drastic step down in professional standards from the current requirements. The proposal might be more reasonable if the course taken was *in addition to* and at a higher course number than the Tier I general education course.

Frankly, I don't think this is a positive professional development for the teaching profession in Guam. I'm not saying this to cast aspersions on the instructors who teach the Tier I general education courses, who do a fine job. I think there are two issues with this proposal though:

1. I think the test represents a fairer, more objective, and external measure of students' basic skills. I love the inclusion of qualifying SAT scores and/or AP English scores in this proposal. Those skills are assessed in formal environments with safeguards to prevent cheating. They are graded by anonymous external observers. I have more confidence in the veracity of the results of the PRAXIS, SAT, and ACT than I would a student's score in a general education course. In my decade and a half doing teacher training in institutions of higher education, I have met plenty of students who were able to pass their general education courses, but not their qualifying exams. In fact, many students who aren't able to pass their qualifying exams and have already passed their general education courses will move into programs without such external measures of candidate quality.
2. The courses are not as strictly aligned with the types of skills that teachers need. Elementary and secondary teachers may need to teach geometric and statistics/probability skills that would not be assessed in a basic course in college algebra. Allowing students to solely rely on their grade in such a course to meet their math requirements may leave their future students with a teacher who has not demonstrated proficiency in the skills they are required to teach.

Additionally, making this change to GCEC will put pressure on PTP here at UoG to change our requirements accordingly. If a student can get their certificate without passing PRAXIS or an equivalent exam, they will resent having to do so to gain full admission to the education program here at the university. Also, I hope GCEC has considered what this change might do to our existing articulation agreements. Other states might be less inclined to accept a Guam teaching certificate if it doesn't meet their standards, and removing the PRAXIS requirements without a comparable external measure for most students with a semester of college under their belts might jeopardize these relationships.

I thank you for your time and careful consideration of these issues.

Warmly,

Andrew Grunzke, PhD



Office GCEC <office@gcec.guam.gov>

Written Testimony on Proposed Amendments to 5A GARR, Chapter 8

6 messages

Kathleen Joyce R. Lamorena <krlamorena@gdoe.net>

Mon, Feb 16, 2026 at 1:57 PM

To: office@gcec.guam.gov

Cc: "Dr. Judith T. Won Pat (Superintendent)" <jtwpnpat@gdoe.net>, "MaeRose A. Nauta" <manauta@gdoe.net>

Hafa Adai!

Please see attached regarding the above subject matter.

Thank you!

Warm regards,
Kathleen Lamorena
Guam Department of Education

Guam Department of Education 2026

**Written Testimony on Proposed Amendments to 5A GARR, Chapter 8.pdf**

302K

Office GCEC <office@gcec.guam.gov>

Mon, Feb 16, 2026 at 2:14 PM

To: "Kathleen Joyce R. Lamorena" <krlamorena@gdoe.net>

Cc: "Dr. Judith T. Won Pat (Superintendent)" <jtwpnpat@gdoe.net>, "MaeRose A. Nauta" <manauta@gdoe.net>

Good Afternoon,
We have received your submission.
Thank you,
Michelle Santos

[Quoted text hidden]

Kathleen Joyce R. Lamorena <krlamorena@gdoe.net>

Mon, Feb 16, 2026 at 3:03 PM

To: Office GCEC <office@gcec.guam.gov>

Cc: "Dr. Judith T. Won Pat (Superintendent)" <jtwpnpat@gdoe.net>, "MaeRose A. Nauta" <manauta@gdoe.net>

Hafa Adai Ms. Santos!

Please disregard previous attachment and use the updated attachment instead.

Thank you,
Kathleen

[Quoted text hidden]

**UPDATED Written Testimony on Proposed Amendments to 5A GARR, Chapter 8.pdf**

373K

Office GCEC <office@gcec.guam.gov>

Mon, Feb 16, 2026 at 4:24 PM

To: "Kathleen Joyce R. Lamorena" <krlamorena@gdoe.net>

Received,

Thank you,
Dr. Santos

[Quoted text hidden]

Office GCEC <office@gcec.guam.gov>
To: "Dr. Michelle M.S. Santos" <michelle.santos@gcec.guam.gov>

Wed, Feb 18, 2026 at 1:35 PM

[Quoted text hidden]



UPDATED Written Testimony on Proposed Amendments to 5A GARR, Chapter 8.pdf

373K

Office GCEC <office@gcec.guam.gov>
To: "Dr. Michelle M.S. Santos" <michelle.santos@gcec.guam.gov>

Wed, Feb 18, 2026 at 1:37 PM

----- Forwarded message -----

From: **Kathleen Joyce R. Lamorena** <krlamorena@gdoe.net>

Date: Mon, Feb 16, 2026 at 1:58 PM

Subject: Written Testimony on Proposed Amendments to 5A GARR, Chapter 8

To: <office@gcec.guam.gov>

Cc: Dr. Judith T. Won Pat (Superintendent) <jtwonpat@gdoe.net>, MaeRose A. Nauta <manauta@gdoe.net>

[Quoted text hidden]



Written Testimony on Proposed Amendments to 5A GARR, Chapter 8.pdf

302K



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: jtwonpat@gdoe.net



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

Written Testimony on Proposed Amendments to 5A GARR, Chapter 8

Guam Commission for Educator Certification

FROM: GUAM DEPARTMENT OF EDUCATION

Buenas yan Háfa Adai Chairperson and Honorable Members of the Guam Commission for Educator Certification:

In the spirit of Inafa'Maolek Yan Respetu – working together in mutual respect for the good of our community – I thank you for this opportunity to give us the time to provide a testimony regarding the proposed amendments to 5A GARR, Chapter 8. I commend the Commission for expanding options under the Pre-Professional Basic Skills Assessment and for reviewing certification pathways. These steps move in the right direction. However, additional flexibility is necessary to address the ongoing hardship in recruiting and retaining highly qualified educators, particularly as Guam's educational priorities evolve.

Guam continues to experience difficulty recruiting teachers in critical shortage areas. The pathway to certification remains complex and layered with multiple requirements, including degree completion, educator preparation programs aligned to Guam standards, passage of several examinations, field-based internships, and specific coursework thresholds. While each requirement individually may be reasonable, the cumulative effect creates a barrier that discourages otherwise capable candidates from applying or accepting positions. For off-island applicants, the process can be time-consuming and costly, often leading candidates to accept employment in other jurisdictions with more streamlined systems.

It is important to clarify what defines a highly effective teacher or instructor. A highly effective teacher is not solely someone who has passed standardized examinations. Rather, a highly effective educator demonstrates strong content knowledge, effective instructional strategies, classroom management skills, cultural responsiveness, and the ability to produce measurable student growth. Effectiveness is best demonstrated through performance evaluations, student learning outcomes, mentorship participation, and continuous professional growth. Examinations measure baseline knowledge, but they do not fully capture classroom effectiveness, leadership, or the ability to positively impact students.

To address recruitment hardship while maintaining high standards, Guam should consider broader acceptance of verified teaching experience. The proposed rules already recognize documented teaching experience in certain contexts under alternative certification. This recognition should be expanded. Teaching experience gained in accredited institutions, vocational programs, military education settings, business or industry training environments, and other scholastic contexts should be accepted when performance evaluations demonstrate satisfactory service. Experienced educators who have already proven their ability to teach effectively should not be required to duplicate internship or student teaching requirements.

In addition, Guam should formally recognize and accept valid teaching certifications from U.S. states and territories, particularly neighboring Pacific jurisdictions such as the Commonwealth of the Northern Mariana Islands. The CNMI and Guam share similar educational structures, standards alignment, and regional workforce realities. Automatic or streamlined reciprocity for educators holding active, unencumbered licenses from the CNMI and other U.S. territories would significantly expand the recruitment pool without lowering standards. Educators in good standing should be permitted to teach under a provisional Guam certificate while completing any Guam-specific orientation requirements.

Furthermore, professional development and work-based learning experiences obtained outside traditional universities or colleges should be recognized, provided they meet quality and documentation standards. Many educators complete meaningful professional development through accredited training organizations, military training programs, industry certifications, workshops, conferences, and online learning platforms. If such experiences are verifiable, standards-aligned, and total at least forty-five (45) professional development hours, they should be accepted toward certification advancement or renewal requirements. Limiting acceptable professional development solely to university coursework excludes high-quality learning opportunities that are directly relevant to classroom practice.

Other states and territories have implemented similar flexibilities in response to teacher shortages. Many jurisdictions now provide alternative certification pathways, expanded reciprocity agreements, and performance-based advancement models. These approaches maintain high standards while recognizing that effective teaching is demonstrated in the classroom, not solely on standardized examinations.

The Guam Department of Education is also shifting its focus toward delivering stronger college and workforce readiness outcomes for our students. This strategic shift recognizes that students must graduate prepared not only for postsecondary education but also for immediate entry into high-demand industries. To accomplish this, Guam must recruit teachers with real-world expertise in engineering, architecture, information technology, healthcare, law enforcement, skilled trades, and other technical and professional fields.

However, many professionals in these industries may be discouraged from applying to teach because of restrictive certification requirements. Engineers, architects, cybersecurity specialists, healthcare practitioners, HVAC technicians, and law enforcement professionals often hold advanced degrees, industry certifications, and years of field experience. Yet they may be required to complete extensive additional coursework, multiple examinations, and formal educator preparation programs before they can enter the classroom. For mid-career professionals, these barriers can be prohibitive.

If Guam is serious about workforce readiness, we must create pathways that allow subject-matter experts to teach while completing pedagogical requirements in a structured and supportive manner. Students benefit tremendously from instructors who bring authentic, hands-on experience into the classroom. For example, professionals in architecture and engineering can teach students industry-standard software such as AutoCAD, blueprint reading, drafting, and structural design principles. Information technology specialists can provide instruction in cybersecurity fundamentals, network administration, coding, cloud systems, digital forensics, and emerging technologies. These are not abstract concepts—they are practical skills aligned with high-wage, high-demand careers.

In the healthcare field, workforce-aligned programs could include pharmacy technician training, medical terminology, patient care fundamentals, electronic health records systems, phlebotomy basics, and health sciences pathways. Students could gain exposure to laboratory procedures, sterile techniques, medication calculations, and clinical simulations under the guidance of

experienced healthcare professionals. Similarly, skilled trades professionals could provide instruction in HVAC systems, refrigeration technology, electrical systems, construction safety, and building maintenance. These programs directly support Guam's economic infrastructure needs.

Highly effective teachers are those who combine content expertise, instructional skill, and measurable student impact. Effectiveness should be defined by demonstrated classroom performance, student learning growth, adherence to professional standards, and ongoing professional development—not solely by the number of examinations passed. Industry professionals, when properly mentored and evaluated, can become highly effective instructors because they provide both technical knowledge and real-world application.

To support this shift toward college and workforce readiness, Guam should expand acceptance of verified teaching and training experience. Work-based instructional experience in accredited institutions, military training environments, corporate training programs, apprenticeship programs, and technical institutes should be recognized when performance documentation demonstrates satisfactory service. Student teaching or internship requirements should be waived for individuals with substantial documented instructional experience.

Guam should also streamline reciprocity and accept valid teaching certifications from U.S. states and territories, particularly neighboring jurisdictions such as the Commonwealth of the Northern Mariana Islands. Educators holding active, unencumbered licenses in good standing should be granted provisional certification while completing any Guam-specific orientation or standards alignment requirements. This regional approach would significantly expand the pool of qualified educators.

Additionally, professional development completed outside traditional universities should be accepted, provided it meets quality standards and totals at least forty-five (45) verifiable professional development hours. Many professionals complete high-level industry certifications, continuing education programs, safety certifications, technology trainings, and accredited workshops that are directly aligned to workforce needs. These experiences are often more immediately relevant than traditional academic coursework and should be recognized toward certification advancement or renewal.

Guam must balance high standards with practical solutions. By expanding alternative certification pathways, recognizing industry expertise, accepting verified work-based teaching experience, acknowledging professional development beyond universities, and strengthening reciprocity with territories such as the Commonwealth of the Northern Mariana Islands, the Commission can preserve educational quality while removing unnecessary barriers.

If we are committed to preparing our students for engineering labs, architectural design studios, cybersecurity centers, healthcare facilities, law enforcement agencies, and skilled trades careers, then our certification system must allow those professionals into our classrooms. With structured mentoring, strong evaluation systems, and ongoing professional development, Guam can ensure that these individuals become highly effective educators who deliver meaningful college and workforce readiness outcomes.

In conclusion, the Guam Department of Education strongly recommends streamlining teacher certification requirements to better support recruitment and retention efforts.

First, we recommend focusing on a single content-area examination, such as Praxis II, and eliminating Praxis I or other exams that create unnecessary barriers and hardships for recruiting teachers, school administrators, and other certified personnel.

Second, greater flexibility should be allowed by accepting alternative certifications that demonstrate proficiency in specific programs, subject areas, or specialized skills required to teach particular courses.

Third, since the Guam Department of Education provides extensive professional development opportunities, including coaching and mentoring, these professional development experiences—particularly those offered outside of universities and colleges—should be recognized and credited as part of certification requirements.

Fourth, reciprocity should be broadened to accept certifications obtained from other jurisdictions and entities, including the Commonwealth of the Northern Mariana Islands.

Finally, prior teaching experience outside of Guam should be fully recognized and credited. Experienced teacher applicants should not be required to complete practice teaching under the University of Guam if they have already demonstrated successful teaching experience elsewhere.

Thank you for your continued leadership and commitment to strengthening education for the students of Guam.

Senseramente,

Judith T. Won Pat, Ed.D.

Acting Superintendent of Education

Rizalina Liwag, Ed.D.

Deputy Superintendent of Curriculum & Instruction



Dr. Michelle M.S. Santos <michelle.santos@gcec.guam.gov>

testimony

5 messages

Dr. Michelle M.S. Santos <michelle.santos@gcec.guam.gov>
To: "DR. ALICIA CRUZ AGUON" <aliciaaguon@triton.uog.edu>

Thu, Feb 19, 2026 at 1:18 PM

Hafa Adai Dr. Aguon,

I was wondering if you had written notes on your testimony that you could share with me. I've transcribed the hearing, but I'm struggling to hear some of what you said, and I don't have a written document to validate the information. If you have something, I can make sure it is clear in the public hearing transcript.

Much appreciated,
Michelle

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

DR. ALICIA CRUZ AGUON <aliciaaguon@triton.uog.edu>
To: "Dr. Michelle M.S. Santos" <michelle.santos@gcec.guam.gov>

Thu, Feb 19, 2026 at 1:43 PM

**DR. ALICIA CRUZ AGUON** reacted to your message:

From: Dr. Michelle M.S. Santos <michelle.santos@gcec.guam.gov>
Sent: Thursday, February 19, 2026 3:18:22 AM
To: DR. ALICIA CRUZ AGUON <aliciaaguon@triton.uog.edu>
Subject: testimony

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

[Quoted text hidden]

DR. ALICIA CRUZ AGUON <aliciaaguon@triton.uog.edu>
To: "Dr. Michelle M.S. Santos" <michelle.santos@gcec.guam.gov>

Fri, Feb 20, 2026 at 3:33 PM

Buenas, Dr. Santos,

Please see attached.

Sen dangkolo na si Yu'os ma'äse' (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: DR. ALICIA CRUZ AGUON
Sent: Thursday, February 19, 2026 1:43 PM
To: Dr. Michelle M.S. Santos <michelle.santos@gcec.guam.gov>
Subject: RE: testimony

[Quoted text hidden]

 **GCEC amendments testimony from SOE Dean.pdf**
149K

Dr. Michelle M.S. Santos <michelle.santos@gcec.guam.gov>
To: "DR. ALICIA CRUZ AGUON" <aliciaaguon@triton.uog.edu>

Fri, Feb 20, 2026 at 3:36 PM

Thank you so much!
It will help me understand some of the recording where the volume was low.
Much appreciated.
Michelle

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

[Quoted text hidden]

DR. ALICIA CRUZ AGUON <aliciaaguon@triton.uog.edu>
To: "Dr. Michelle M.S. Santos" <michelle.santos@gcec.guam.gov>

Fri, Feb 20, 2026 at 3:40 PM



DR. ALICIA CRUZ AGUON reacted to your message:

From: Dr. Michelle M.S. Santos <michelle.santos@gcec.guam.gov>
Sent: Friday, February 20, 2026 5:36:34 AM
To: DR. ALICIA CRUZ AGUON <aliciaaguon@triton.uog.edu>
Subject: Re: testimony

[Quoted text hidden]

**Testimony on Proposed Amendments to 5A GARR Chapter 8
Guam Commission on Education Certification**

Buenas and thank you for the opportunity to provide comments on the proposed amendments.

After careful review, I respectfully share that I hesitate to support the amendments to the Pre-Professional Basic Skills Assessment in their current form. The proposed amendments listed is somewhat complex and may create confusion for candidates, teachers, SOE and GDOE. Offering the flexible options can be beneficial. Offering the multiple assessment pathways and verification requirements may present challenges in interpretation and consistent administration.

If the Commission elects to move forward with revisions to the basic skills requirement, then a more streamlined approach would better serve all stakeholders. Perhaps the successful completion of college-level coursework in mathematics, English, and literature can be considered. If the courses already reflect the development of fundamental academic skills, then these courses which are degree requirements should be considered to indicate reading, writing, and quantitative proficiency.

As for Praxis Core scores, they offer a clear, standardized, and familiar measure of basic skills. The Praxis exams are well known and straightforward to interpret. Thus, it should be sufficient to either pass relevant college coursework or meet Praxis Core benchmarks to demonstrate basic skills in mathematics, reading and writing.

I reread a couple of times the expanded verification processes described in the proposal. They place a significant administrative burden on the School of Education. The requirements for supplemental letters, validation forms, and mixed assessment options may result in delays and inconsistent handling and interpretation. To reduce these potential complications, a straightforward certification process should support fair and efficient implementation.

If entry requirements are modified, the related standards should remain coherent throughout the system. To advance to Teacher III in GDOE the Praxis exams in mathematics, reading, and writing are required with passing scores.

Finally, I respectfully express my support for the proposed provisions addressing Certificates for School Administrators and Certificates for School Counselors.

T: +1 671.735.2505 F: +1 671.734.3651 W: www.uog.edu
Mailing Address: 303 University Drive UOG Station Mangilao, Guam 96913

In closing, I respectfully recommend further simplification of the proposed amendments for Pre-Professional Basic Skills Assessment.

Si Yu'us ma'åse',



Alicia C. Aguon, SOE Dean