Teacher Education Department Curriculum Map & Evaluating Student Learning Outcomes

Compiled by Teacher Education Department

Presented January 23, 2009 (Revised September 29, 2009)

Mission Statement:

- The American Samoa Community College Education Department provides quality teacher education for pre-service and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Technology, and Samoan History, Language and Culture. The Education Department prepares and conducts pre-service and in-service teacher preparation in the fundamental theories to pedagogical practices, methods and research that will improve the standard and quality of teaching and learning.

Current Program Learning Outcomes:

- Recognize and understand that education begins at home;

- Identify the important role effective teachers play in students' future;

- Understand basic knowledge about cultural differences to motivate student learning and enhance the learning environment;

- Perform and analyze management styles that promote student learning;

- Demonstrate knowledge of students applying critical thinking and problem solving skills;

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Continuation…………..

- Value importance of quality and equitable education education for all students, including those with special needs and language barriers;

- Value technology and recognize how it is a tool to stimulate instruction and student learning;

- Value the use and integration of fine arts into curriculum and instruction;

- Identify children's developmental needs and provide appropriate teaching materials and strategies;

- Promote children's questioning, exploring skills in order to develop life skills.

Defining Expected Student Learning Outcomes:

- Has Teacher Education defined the expected student learning outcomes for all courses in the Catalogue- Yes

- What percentage of all courses? 100%

- List the courses for which identification of expected student learning outcomes is complete:

Courses with defined Student Learning Outcomes

	ECE 141	ECE 142	ECE 150	ECE 151	ECE 152	ED 150	ED 157	ED 160	ED 215	ED 240	ED 257	ED 257P	ED 280	ED 285	ED 285P
Spring 2007															
Summer 2007															
Fall 2007															
Spring 2008															
Summer 2008															
Fall 2008															
Spring 2009															
Summer 2009															
Fall 2009															

Defining Assessment of Expected Student Learning

- Has Teacher Education identified appropriate assessment methodologies for defined expected student learning outcomes for all courses? Yes

- What percentage of all courses? 100%

- List the course for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.

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Education Courses:

	ECE 141	ECE 142	ECE 150	ECE 151	ECE 152	ED 150	ED 157	ED 160	ED 215	ED 240	ED 257	ED 257P	ED 280	ED 285	ED 285P
Spring 2007						✓	✓		✓	✓	✓	✓	✓		
Summer 2007						✓	✓		✓	✓	✓	✓	✓		
Fall 2007						✓	✓		✓	✓	✓	✓	✓		
Spring 2008						✓	✓		✓	✓	✓	✓	✓		
Summer 2008						✓	✓		✓	✓	✓	✓	✓		
Fall 2008						✓	✓		✓	✓	✓	✓	✓		
Spring 2009						✓	✓		✓	✓	✓	✓	✓		
Summer 2009						✓	✓		✓	✓	✓	✓	✓		
Fall 2009						✓	✓		✓	✓	✓			✓	✓

Assessing Student Learning Outcomes:

- Has Teacher Education assessed student learning outcomes for all courses? No

- What percentage of all courses? 60%

- List the courses for which assessment of student learning outcomes is complete.

Assessed Courses:

	ECE 141	ECE 142	ECE 150	ECE 151	ECE 152	ED 150	ED 157	ED 160	ED 215	ED 240	ED 257	ED 257P	ED 280	ED 285	ED 285P
Spring 2007						✓	✓		✓	✓	✓	✓	✓		
Summer 2007						✓	✓		✓	✓	✓	✓	✓		
Fall 2007						✓	✓		✓	✓	✓	✓	✓		
Spring 2008						✓	✓		✓	✓	✓	✓	✓		
Summer 2008						✓	✓		✓	✓	✓	✓	✓		
Fall 2008						✓	✓		✓	✓	✓	✓	✓		
Spring 2009						✓	✓		✓	✓	✓	✓	✓		
Summer 2009						✓	✓		✓	✓	✓	✓	✓		
Fall 2009						✓	✓			✓	✓	✓	✓	✓	✓

Analyzing the Results of Assessment:

- Has Teacher Education analyzed assessment results for the student learning outcomes for all courses? No

- What percentage of all courses? 60%

- List the courses for which analyzing assessment results for student learning outcomes is complete.

	ECE 141	ECE 142	ECE 150	ECE 151	ECE 152	ED 150	ED 157	ED 160	ED 215	ED 240	ED 257	ED 257P	ED 280	ED 285	ED 285P
Spring 2007						✓	✓		✓	✓	✓	✓	✓		
Summer 2007						✓	✓		✓	✓	✓	✓	✓		
Fall 2007						✓	✓		✓	✓	✓	✓	✓		
Spring 2008						✓	✓		✓	✓	✓	✓	✓		
Summer 2008						✓	✓		✓	✓	✓	✓	✓		
Fall 2008						✓	✓		✓	✓	✓	✓	✓		
Spring 2009						✓	✓		✓	✓	✓	✓	✓		
Summer 2009						✓	✓		✓	✓	✓	✓	✓		
Fall 2009						✓	✓			✓	✓	✓		✓	✓

Planning and Implementing changes to improve learning:

- Using assessment results, has your department planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses? Yes

- What percentage of all courses? 60%

- List the courses for which your department has used assessment results to plan and make changes to improve learning; and describe the changes implemented.

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Planning to Improve Learning:

	ECE 141	ECE 142	ECE 150	ECE 151	ECE 152	ED 150	ED 157	ED 160	ED 215	ED 240	ED 257	ED 257P	ED 280	ED 285	ED 285P
Spring 2007						✓	✓		✓	✓	✓	✓	✓		
Summer 2007						✓	✓		✓	✓	✓	✓	✓		
Fall 2007						✓	✓		✓	✓	✓	✓	✓		
Spring 2008						✓	✓		✓	✓	✓	✓	✓		
Summer 2008						✓	✓		✓	✓	✓	✓	✓		
Fall 2008						✓	✓		✓	✓	✓	✓	✓		
Spring 2009						✓	✓		✓	✓	✓	✓	✓		
Summer 2009						✓	✓		✓	✓	✓	✓	✓		
Fall 2009						✓	✓		✓	✓	✓	✓		✓	✓

Conceptual Framework

Knowledge

Values

Community Relationship

Content & Pedagogy

Professionalism

Technology

The Effective Teacher

Experience

Motivation

Samoan Language

Designs Meaningful Learning Experiences

Diversity

Assessment

Background

Influences
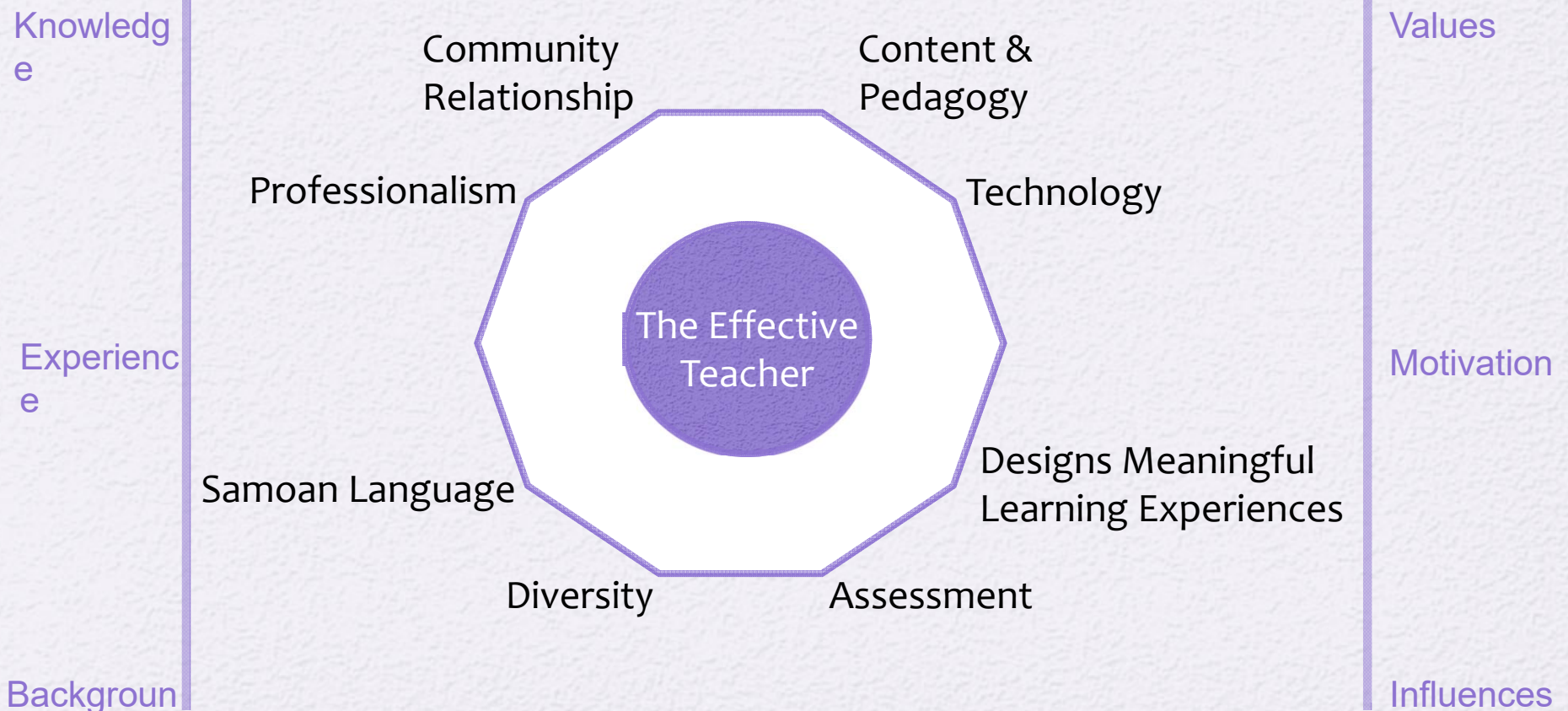
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Curriculum Map (Alpha)

Course: Standard:	ED 150	ED 157	ED 215	ED 240	ED 257/	ED 280	ED 285	ED 285P
Content & Pedagogy	✔	✔		✔				
Samoan Language & Culture		✔						
Diverse Learners	✔	✔		✔				
Designs Learning Experiences	✔	✔		✔				
Assessment		✔		✔				
Technology	✔	✔		✔				
School & Community Relationships	✔	✔		✔				
Professional Development	✔	✔		✔				
Communication Skills	✔	✔		✔				
Job Skills	✔	✔		✔				
Life Skills	✔	✔		✔				

Curriculum Map (Beta)

Course: Standard:	ED 150	ED 157	ED 215	ED 240	ED 257	ED 280	ED 287	ED 300
Content & Pedagogy	Indicator(s) 1, 2, 3, 4, 5, 6	Indicator(s) 1, 2, 3, 4, 5, 6, 7		Indicator(s) 1, 2, 3, 4, 5, 6, 7				
Samoan Language & Culture		Indicator(s) 1, 2, 3, 5						
Diverse Learners	Indicator(s) 3, 5, 6	Indicator(s) 1, 2, 3, 4, 5, 6		Indicator(s) 1, 2, 3, 6				
Designs Learning Exeperiences	Indicator(s) 2, 3, 4	Indicator(s) 1, 2, 3, 4, 5, 6, 7, 8, 9		Indicator(s) 1, 2, 3, 4, 5				
Assessment		Indicator(s) 1, 2, 3		Indicator(s) 1, 2, 3, 4, 5				
Technology	Indicator(s) 2, 4, 5	Indicator(s) 1, 2		Indicator(s) 1, 2, 3, 4, 5, 6				
School & Community Relationships	Indicator(s) 2, 3, 4	Indicator(s) 2, 4		Indicator(s) 3, 4				
Professional Development	ALL	ALL		ALL				
Communication Skills	S:1 (I:1,2,3,4) S:2 (I:1,4) S:3 (I:2,3)	S:1 (I:1,2,3,4) S:2 (I:1,4) S:3 (I:2,3,4)		S:1 (I:1,2,3) S:2 (I:1) S:3 (I:2,3)				
Job Skills	S:1 (I:1) S:2 (I:2) S:3 (I:1,2)	S:1 (I:1) S:2 (I:1,2) S:3 (I:1,2)		S:1 (I:1) S:2 (I:2) S:3 (I:1)				
Life Skills	S:1 (I:1,2,3,4) S:2 (I:1,2,3,4) S:3 (I:1,2,3,4)	S:1 (I:1,2,3) S:2 (I:1,2,3,4) S:3 (I:1,2,3,4)		S:1 (I:1,2,3,4) S:2 (I:1,2,3,5) S:3 (I:2,3,4) S:4 (I:1,2)				

Curriculum Map (Omega)

Course: Standard:	ED 150	ED 157	ED 215	ED 240	ED 257	ED 280	ED 287	ED 300
Content & Pedagogy	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
Samoan Language & Culture	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
Diverse Learners	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
Designs Learning Experiences	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
Assessment	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
Technology	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
School & Community Relationships	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
Professional Development	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
Communication Skills	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
Job Skills	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P
Life Skills	K D P	K D P	K D P	K D P	K D P	K D P	K D P	K D P

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Proposed Program Outcomes

- **Program Learning Outcome 1:**
  - **Competence in Content and Pedagogy-** *The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and can create learning experiences that make aspects of the subject matter meaningful for students.*

- **Program Learning Outcome 2:**
  - **Competence in the Samoan Language, History and Culture-** *The teacher is competent and skillful in utilizing the Samoan Language, History, and Culture as a responsive teaching foundation to enhance learning.*

- **Program Learning Outcome 3:**
  - **Technology-** *The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.*

- **Program Learning Outcome 4:**
  - **Diversity-** *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Proposed Program Outcomes

- ***Program Learning Outcome 5:***

  - ***Designs and provides meaningful learning experiences-****The teacher consistently plans and implements meaningful learning experiences for students.*

- ***Program Learning Outcome 6:***

  - ***Assessment-****The teacher understands and uses formal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

- ***Program Learning Outcome 7:***

  - ***School & Community Relationships-*** *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students learning and well-being.*

- ***Program Learning Outcome 8:***

  - ***Professional Development-*** *The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.*

ED-PLO #1 "Competence in Content Area & Pedagogy"

Program Learning Outcome 1: *The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and can create learning experiences that make aspects of the subject matter meaningful for students.*

Sources of Evidence: **Course Learning Outcomes:**	*Lesson Plan or Teaching Artifacts*	*Formal / Informal Observation*	*Individual Presentation/ Research*	*Parental Involvement Project/ Service Learning*	*Constructed Responses (journals, reflections)*	*Evidence of Student Work/ Achievement*	*Interview or Conferencing/ Case Study*
Demonstrates knowledge of content of the central concepts of his or her discipline.							
Uses explanations and representations that link curriculum to prior learning.							
Applies curriculum to students' real life experiences.							
Engages students in interpreting ideas from a variety of perspectives.							
Uses methods of inquiry that are central to the discipline.							
Uses interdisciplinary approaches to teaching and learning.							
Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.							

ED- PLO#2 "Competence in the Samoan Language, History, & Culture"

Program Learning Outcome 2: *The teacher is competent and skillful in utilizing the Samoan Language, History, and Culture as a responsive teaching foundation to enhance learning.*

Sources of Evidence: **Course Learning Outcomes**	Lesson Plan or Teaching Artifacts	Formal / Informal Observation	Individual Presentation/ Research	Parental Involvement Project/ Service Learning	Constructed Responses (journals, reflections)	Evidence of Student Work/ Achievement	Interview or Conferencing/ Case Study
Demonstrates competence in the Samoan Language as a teaching skill and tool.							
Uses knowledge of the Samoan Language, History, and Culture to connect prior learning with curriculum concepts.							
Demonstrates knowledge of the Samoan Language, History, and Culture curriculum skills to actively assist students in transferring skills to learning English.							
Shows evidence of honoring and maintaining Samoan Language and culture in the classroom and non-curricular activities.							
Uses the Samoan Language and cultural skills to communicate, develop, and maintain a positive working relationship with parents and the community to effectuate student learning.							

ED- PLO #3 "Technology"

Program Learning Outcome 3: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.							
Sources of Evidence: ***Course Learning Outcomes:***	*Lesson Plan or Teaching Artifacts*	*Formal / Informal Observation*	*Individual Presentation/ Research*	*Parental Involvement Project/ Service Learning*	*Constructed Responses (journals, reflections)*	*Evidence of Student Work/ Achievement*	*Interview or Conferencing/ Case Study*
Applies technology to the delivery of standards-based instruction.							
Uses technology to manage and communicate information.							
Uses technology to increase student achievement.							
Applies technology to data-driven assessments of learning.							
Instruct students in basic technology skills.							
Instruct students in the ethics of technology.							

ED- PLO #4 "Diversity"

Program Learning Outcome 4: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Sources of Evidence: **Course Learning Outcomes**	*Lesson Plan or Teaching Artifacts*	*Formal / Informal Observation*	*Individual Presentation/ Research*	*Parental Involvement Project/ Service Learning*	*Constructed Responses (journals, reflections)*	*Evidence of Student Work/ Achievement*	*Interview or Conferencing/Case Study*
Designs instruction to students; stages of development, learning styles, strengths, and needs.							
Selects approaches that provide opportunities for different performance modes.							
Accesses appropriate services or resources to meet exceptional learning needs when needed.							
Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication, and response modes.							
Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.							
Creates a learning community that respects individual differences.							

ED- PLO #5 "Designs & Provides Meaningful Learning Experiences"

Program Learning Outcome 5: The teacher consistently plans and implements meaningful learning experiences for students.						
Sources of Evidence: **Course Learning Outcomes**	Lesson Plan or Teaching Artifacts	Formal / Informal Observation	Individual Presentation/ Research	Parental Involvement Project/ Service Learning	Constructed Responses (journals, reflections)	Evidence of Student Work/ Achievement	Interview or Conferencing/ Case Study
Plans collaboratively and cooperatively with the instructor, field coordinator, and mentor teacher.							
Submits assignments in a timely manner for the instructor, field coordinator, or mentor for review.							
Plans appropriately according to age level and grade assigned standards.							
Prepares learning materials, activities, and classroom arrangements in advance prior to implementation. Demonstrates writing short-range and long-range plans.							
Uses a vareity of materials and learning activities.							
Implements instruction in a logical sequence.							
Links content to students prior experiences.							
Anticipates problems and adjusts instruction based on learner needs & Evidences creativity in teaching.							

ED- PLO #6 "Assessment"

Program Learning Outcome 6: *The teacher understands and uses formal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

Sources of Evidence: **Course Learning Outcomes**	Lesson Plan or Teaching Artifacts	Formal / Informal Observation	Individual Presentation/ Research	Parental Involvement Project/ Service Learning	Constructed Responses (journals, reflections)	Evidence of Student Work/ Achievement	Interview or Conferencing/ Case Study
Selects, constructs, and uses assessment strategies appropriate to learning outcomes.							
Uses a variety of formal and informal strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs and to encourage them to set personal goals for learning.							
Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.							
Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.							
Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.							

ED- SLO #7 "School and Community Relationships"

Program Learning Outcome 7: *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being.*

Sources of Evidence: **Course Learning Outcomes**	Lesson Plan or Teaching Artifacts	Formal / Informal Observation	Individual Presentation/ Research	Parental Involvement Project/ Service Learning	Constructed Responses (journals, reflections)	Evidence of Student Work/ Achievement	Interview or Conferencing/ Case Study
Participates in collegial activities designed to make the entire school a productive learning environment.							
Links with counselors, teachers of other classes, and activities within the school, professionals in community agencies, and others in the community to support students; learning and well being.							
Seeks to establish cooperative partnerships with parents/guardians to support student learning.							
Advocates for the students.							

ED- PLO #8 "Professional Development"

Program Learning Outcome 8:_The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally._

Sources of Evidence: **Course Learning Outcomes**	Lesson Plan or Teaching Artifacts	Formal / Informal Observation	Individual Presentation/ Research	Parental Involvement Project/ Service Learning	Constructed Responses (journals, reflections)	Evidence of Student Work/ Achievement	Interview or Conferencing/ Case Study
Uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with reflecting on and revising practices.							
Uses professional literature, colleagues, and other resources to support self-development as a learner and teacher.							
Consults with professional colleagues within the school and other professional arenas as support for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.							
Submits evidence of continuing professional development.							
Maintains a Professional Portfolio.							

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Participates actively and responsibly in school activities.						
Maintains scheduled hours for teaching.						
Consults mentor teacher in a timely manner during co-planning and issues concerning attendance.						
Consistently meets deadlines for course work and appointments.						
Demonstrates fairness, honestly, and respect for individuals.						
Exhibits self confidence.						
Demonstrates commitment to the teaching profession.						
Displays appropriate professional appearance.						

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