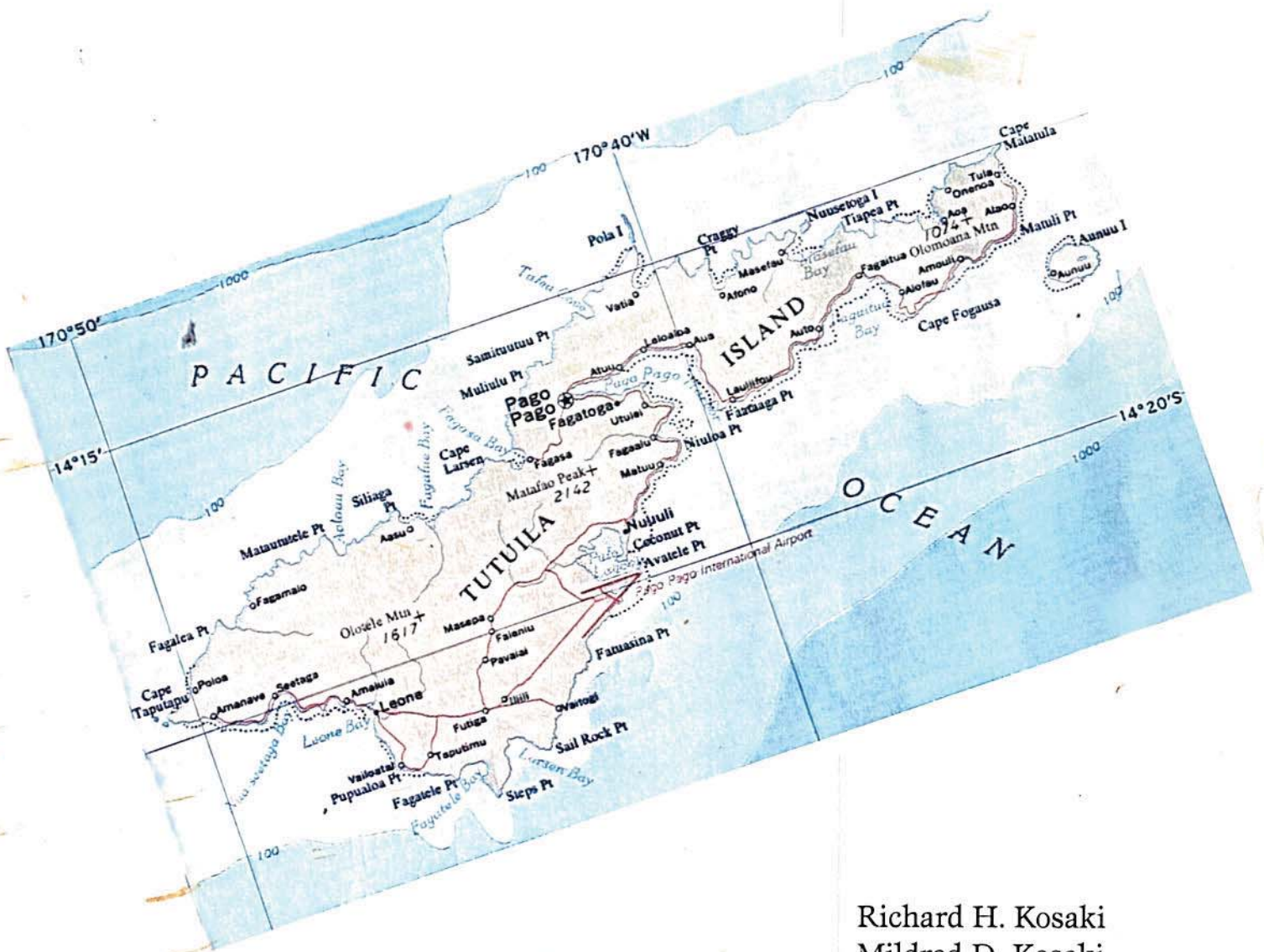


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Expanding Teacher Education Opportunities in American Samoa



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TABLE OF CONTENTS

ACKNOWLEDGMENTS

I. INTRODUCTION	1
II. BACKGROUND ON AMERICAN SAMOA	3
A. History of the Educational System in American Samoa	4
B. The Public School System	5
C. American Samoa Community College (ASCC)	7
D. Teacher Education Program	8
1. American Samoan Teacher Education Program (ASTEPA)	9
2. Territorial Teacher Training Assistance Project (TTTAP)	9
III. ESSENTIALS IN TEACHER EDUCATION PLANNING	13
A. Accreditation Requirements of the Western Association of Schools and Colleges	13
1. Jurisdictional Problems in Accreditation	13
2. Eligibility Criteria for WASC Accreditation	15
B. Educational Issues and Challenges	21
1. Recent and Emerging Challenges to Public Education	22
2. Implications for Teacher Education Programs	24
IV. EXPANDING TEACHER EDUCATION OPPORTUNITIES IN AMERICAN SAMOA	27
A. An Academic Plan for Teacher Education	27
1. Clarification of Goals	28
2. Assessment of Need	29
3. Inventory of Resources	30
B. Organizational Options or Stages	31
C. Financial Resources	34
APPENDIX:	
A. List of Interviews	40
B. WASC Accreditation Eligibility Procedures	42
C. Early Childhood Education Program at Hawaii Community College	47
D. 1998-99 Tuition Schedule, University of Hawaii System	48
E. Selected References	49

ACKNOWLEDGMENTS

This report touches a range of subjects besides teacher education, such as the history of education in American Samoa and the latest findings on intelligence and learning, and has been informed by many sources, written and oral.

Foremost among those who shared their educational knowledge and experiences with us were President Salu Hunkin, her staff and faculty members at the American Samoa Community College. During our visit to American Samoa, we had the privilege of meeting with Governor Tauese Sunia who strongly urged the expansion of higher education opportunities in the Territory. The Director of Education, Dr. Laloulu Tagoilelagi, and his staff provided valuable insights on the current state of education in American Samoa. The many individuals in American Samoa who shared their views with us are listed in Appendix A.

Of special assistance to this project were the faculty and staff members at the College of Education at the University of Hawaii at Manoa who have for many years been engaged in a significant teacher education program for American Samoa. This able cadre is led by Professor Anthony Picard, the current Director of the Territorial Teacher Training Assistance Project, and their unstinting cooperation is much appreciated.

There were others in Hawaii and on the mainland United States who provided information, especially on recent developments in education and in American Samoa, and their contributions augment the report. They are listed in the Appendix, and we extend our *mahalo* to them.

We also wish to acknowledge the professional assistance of graphic artist Gay Dochin in preparing this report, and the *pro bono* help of Randall Kosaki in mastering the computer.

It may be redundant to mention the gracious hospitality one receives when a visit is made to American Samoa, but it must be recorded that the spirit of cordiality and caring was evident throughout our brief stay in the Territory. We have tried to be careful that the substance of our report not be too favorably affected, for we fully understand that an objective report is not only required but desired.

I. INTRODUCTION

In the year 2000, American Samoa will mark its 100th anniversary under the American flag. The U. S. presence has had a profound effect on American Samoa.

Its influence is especially evident in American Samoa's system of public education, which has been designed to emulate the traditional American pattern. The American Samoa public school system began with the establishment of elementary schools, then secondary schools, and eventually a community college which gained its accreditation in 1974.

Now, and for some time, there has been a desire, openly expressed by its educational and political leaders, for the development of a four-year baccalaureate degree-granting institution in American Samoa. Governors have publicly proclaimed their support for a four-year institution in the Territory. In a newly inserted "Vision" section of the 1998-2000 General Catalog, the American Samoa Community College boldly asserts: "The College must realize its potential to become an accredited four-year institution of higher education."

This appears to be a logical development as there is a growing need for more educational opportunities at the baccalaureate level. While increasing numbers of American Samoans have ventured abroad to gain baccalaureate, master's and doctoral degrees, these efforts have entailed great expenses in

time and money and long lapses in important traditional familial ties.

The desire and need for opportunities to earn a baccalaureate degree appear to be especially crucial in teacher education. While the American system of education may have been imposed on American Samoa, the basic value of education in contemporary life is accepted and appreciated by the Samoan people. Thus, the development of accessible opportunities in teacher education is the next logical and feasible step in the continuing expansion of public education in American Samoa.

The consultants had prepared a report in 1987 entitled, "Baccalaureate Degree Programs for American Samoa; Accreditation Requirements and Other Considerations." The emphasis in that report was a clarification of the then existing accreditation requirements of the Western Association of Schools and Colleges and the challenges that they presented to the American Samoa Community College in 1987.

Over ten years have passed since that report was completed and, while the accreditation requirements have remained basically the same, American Samoa and American education have been subjected to and are undergoing significant changes.

The consultants have been asked on this occasion, over a decade later, to prepare a "report/plan to the Board of Higher Education regarding what ASCC [American Samoa Community College]

needs to accomplish to implement the 4-year teacher education program.”

After interviews in American Samoa and with University of Hawaii personnel engaged in teacher education in the Territory, the consultants have concluded that the mandate should be interpreted in broader terms as a desire, on the part of American Samoa, to expand educational opportunities on-island so as to improve public education in the Territory. A four-year baccalaureate program in teacher education directly addresses this desire and may be the ultimate goal, but the report suggests that there may be other options or “intermediate” steps which should also be considered.

The report will suggest ways in which a teacher education program of quality may be developed. The nature of the program will require thoughtful and careful deliberation by the Community College and the Department of Education. The speed at which the “vision” is realized will depend on the people of American Samoa—their willingness to give it top priority and their ability to provide the necessary funds to support a program of quality. Finally, this undertaking will require a core of able and dedicated faculty and staff, willing to experience the growing pains and joy of participating in a pioneering endeavor.

II. BACKGROUND ON AMERICAN SAMOA

American Samoa's population has grown rapidly in recent years. Its 1980 population was 32,395; a decade later it had grown to 46,773—a 44 percent increase. A report of the U.S. Secretary of Interior (1996) indicates that a mid-year population estimate for 1995 was 56,350—a 21 percent increase in five years. "This growth is a result of immigration and high birth rates, including births to non-residents." (p. 17)

Demographic details in that report reveal that in American Samoa:

- the median age was 20.6 years (p. 18)
- the percentage of the population five years and older speaking English at home was 7 percent (p. 121)
- the percentage of persons 25 years and over who were college graduates was 5 percent (p. 122)
- the percentage increase during 1990 and 1995 in elementary and secondary enrollment was 6 percent; in post-secondary students, 14 percent. (p. 122)

The Interior Secretary's report concludes: "As might be expected this rapid population growth places a strain on the public infrastructure and on the ASG's [American Samoa Government's] ability to provide necessary services. Educational services are especially impacted." (p. 17; underlining added.)

Furthermore, a 1997 report by ASG's

Business and Economic Development Division states: "American Samoa has a small developing economy with a very limited resource base. American Samoa's economy is still heavily dependent upon federal expenditures and the tuna canning industry. In fact, 93 percent of American Samoa's economy is based, directly or indirectly, on U.S. federal expenditures and the tuna industry. The remaining 7 percent is in tourism and a few small exporters." (p. 4)

Economic characteristics of American Samoa are also included in the Interior Department's report (p. 123); selected data are presented below:

Characteristic	1990	1995
Percent in labor force	50.7%	44.6%
Median family income	\$15,979	\$11,532
Per capita income	\$ 3,039	\$ 2,861
Percent below poverty level	73.9%	67.7%

It is obvious that the economy of American Samoa will continue to require federal support from the United States. In September, 1998, the U.S. Secretary of the Interior announced plans to establish an American Samoa Advisory Commission to recommend ways in which the Territory's economy can be "secure and self-sustaining."

Appropriate and adequate educational services are essential to the future of American Samoa. This section presents a brief description of (1) the history of public education in American Samoa; (2) the public school system today; (3) American Samoa Community College; and (4) the teacher education program.

A. History of the Educational System in American Samoa

An understanding and appreciation of the history of public education in American Samoa will be helpful in planning its future development. This history can be seen in four phases (See Reid, p. 20):

Phase 1: The Navy Administration (1900-1952)

Phase 2: The Barstow Foundation Efforts (1932-1960)

Phase 3: The Educational Television Era (1962-1971)

Phase 4: The Samoanization Movement (1972-present)

The first phase, in which the U.S. Navy administered the Territory, was clearly a period in which the American system of education with emphasis on English was imposed on the resident population. Little if any attention was paid to existing communal values and to *faa Samoa*.

The significant contribution made by the Barstow Foundation, beginning in 1932, attempted to address more realistically and humanely the educational needs of the people. It recognized that “much in Samoan ways and life is good in itself” and stated that the “objective of education should be to conserve the acquaintance with the great intellectual tools and social concepts and institutions of the west to the end that Samoans may maintain respect for their native heritage and skills in their traditional arts and crafts and at the same time may learn to

meet on equal terms with other people the conditions of the modern world.” (*Ibid.*, p. 25.)

The sudden and dramatic introduction of educational television into the schools of American Samoa marks the third phase. The obvious intention was to bring “proper English” directly into every classroom in the Territory. But such an approach requires the laying of an adequate groundwork and of supporting services to make the lessons relevant and meaningful to the students. Such services were never adequately supplied, and there was “the grave omission of serious consideration of traditional culture and values of the Samoan communality. This prompted the premature abortion of ETV in its seventh year.” (*Ibid.*, p. 31.)

After the demise of educational television, greater attention was paid to Samoan culture and values, and native Samoans were given more opportunities to participate in the decisions relating to education. This “Samoanization phase” continues, and the desire to expand the educational system to include a baccalaureate degree program is viewed as a reasonable outcome of this desire for self-development.

An obvious theme which runs through the history of education in American Samoa is the tension or conflict between the traditional or formal American educational system and Samoan culture. This conflict is clearly stated in an early study (1980) of public education in American Samoa: “Study findings underscore the fact that American

education has not adapted itself to blend well with Samoan culture. The American system of education has always been the given while Samoan culture has been the variable. Consequently, it has been Samoan culture which has been expected to change. It is this inflexibility that is causing conflict within the Samoan communal structure resulting in educational inability to produce desired effect and a feeling of nativism among the Samoan people.” (Galea’i, p. vii.)

A similar observation is made in a subsequent study (1986) of teacher education in American Samoa: “With the exception of the Barstow Era, the development of teacher education in American Samoa has been primarily directed toward training the Samoan teachers to become change agents in the Americanization process of students. The culture of the school advocates values which are in direct conflict with the traditional values of the teachers themselves and the students.” (Reid, p. 40.)

Also to be noted in the history of education in American Samoa, especially since the establishment of the Barstow Foundation in 1932, is the prominent role of Hawaii, especially its College of Education at the University of Hawaii.

B. The Public School System

Education is compulsory for children between 6 and 18 years of age. The

education system generally follows the U.S. pattern: 8 years in elementary education and 4 years of high school education. The government’s early childhood education division provides facilities for children 3 to 5 years of age.

According to the 1996 Interior Department’s report, the “twenty-two elementary schools and six public secondary schools are in generally good condition. However, there is a continuing need for a comprehensive maintenance and operations program and there is a need for at least 65 new classrooms immediately and 150 by the year 2000.” (pp. 26-27)

Recent data on enrollments and teacher profiles were provided by the American Samoa Department of Education (ASDOE) whose cooperation and assistance were essential.

Data for public school **enrollments**, by level, are presented below:

Level	Period	No. of Instn.	Enrollment
Early Childhood	Apr. 1998		1,469
Elementary	Sept. 1998	23	10,543
Secondary	1997-98	6	3,356

Data on the **educational backgrounds** of administrators and teachers in the public schools are presented on the next page.

ADMINISTRATORS

<u>Level</u>	<u>Period</u>	<u>Total</u>	<u>Assoc.</u>	<u>Bacc.</u>	<u>Master's</u>	<u>Doct.</u>	<u>Other</u>
Early Childhood	1997-98	7	1	2	2		2
Elem.(No.) (%)	Sept.98	68 100 %	11 16 %	35 52 %	21 31 %		1 1 %
Sec. (No.) (%)	1997-98	34 100 %	2 6 %	16 47 %	16 47 %		

TEACHERS

<u>Level</u>	<u>Period</u>	<u>Total</u>	<u>Assoc.</u>	<u>Bacc.</u>	<u>Master's</u>	<u>Doct.</u>	<u>Other</u>
Early Ch.(No.) (%)	1997-98	115 100 %	10 8 %				105* 92 %
Elem. (No.) (%)	Sept.98	394 100 %	281 71 %	66** 17 %	1 < 1 %	1 < 1 %	45 11 %
Sec. (No.) (%)	1997-98	180 100 %	26 14 %	98 55 %	17 9 %	2 1 %	37 21 %

* Less than diploma, 18; diploma, 84; cert., 3.

** BEd., 52; BA, 8; BS, 6.

The data show the need for upgrading of inservice teachers on the elementary level where 281 teachers or 71 percent of the total had AA or AS degrees only. The majority of teachers on the secondary level (55 %) had bachelor's degrees in 1997-98, and the overwhelming majority of teachers in the early childhood education program have less than associate degrees.

Although data on **projections** of students and teachers in the near future were not available, there are population projections, by age group and sex, 1995 to 2025, at five-year intervals in the 1992 Statistical Digest prepared by the ASG. Selected data are shown below;

<u>Age</u>	<u>1995</u>	<u>2000</u>	<u>2005</u>	<u>2010</u>	<u>% Change</u>
0-4	8,946	9,335	9,521	9,877	10 %
5-9	6,872	8,918	9,305	9,491	38 %
10-14	5,617	6,859	8,902	9,288	65 %
15-19	5,231	5,604	6,843	8,881	70 %

These figures support the U.S. Interior Department's conclusion that new elementary and secondary school classrooms are needed. Such growth in the compulsory-age groups requires appropriate increases in the number of competent teachers in order for the ASDOE to offer quality education to its students.

The ASDOE is also aware of the need to provide teachers with incentives for professional development. Executive Order No. 04-1991 established a career ladder for teachers. Requirements were defined for (1) the beginning teacher, (2) the professional teacher and (3) the master teacher. The program "recognizes and rewards demonstrated excellence in teaching as well as seniority. Correspondingly, the Department of Education teacher education program and salary schedule for teachers are

explicit and are designed to be consistent with said career ladder program.”

It is evident that measures are needed to increase the available pool of qualified teachers. Brief descriptions of teacher education programs are presented following some highlights on American Samoa Community College.

C. American Samoa Community College (ASCC)

American Samoa Community College was established in 1970 to “provide opportunities in the liberal arts, teacher training, vocational-technical education and general education to the residents of American Samoa.” (ASCC, 1998-2000 Catalog, p. 1.) It has been accredited by the Western Association of Schools and Colleges since 1974.

ASCC was founded as part of the American Samoa Department of Education in 1970 with 138 freshmen and was considered a department of the American Samoa Government. In 1981 ASCC was designated as a land grant college, and federal funds were provided for specific programs. In late 1992, the Governor signed Public Law No. 22-30 which established a Board of Higher Education and granted partial autonomy to ASCC.

Enrollment in ASCC has increased over the years, as reported in the

American Samoa Statistical Yearbook 1996 (p. 41):

Year	Total	AA Prog.	AS/Cert. Prog.
1990	1,235	307	928
1992	1,174	191	983
1994	1,463	491	972
1997*	1,822		

*Source: U.S. Department of Education, National Center for Educational Statistics, Fall Enrollment Survey 1997.

Since 1990, there has been an increase of 48 percent in Fall 1997 enrollment. In that group, 61 percent (1,104) were women and 65 percent (1,187) were full-time students, paying tuition of \$500 per semester. Financial aid is offered through Pell Grants and Work Study programs.

The College grants the following **degrees:**

- AA degree
- AS degree and Certificate of Proficiency in: Agriculture and Life Sciences; Criminal Justice; Nursing; Trades and Industry
- Associate of Business Administration Degree in: Management; Accounting; Office Systems and Technology

Data on **degrees and certificates** awarded by ASCC were also found in the 1996 Statistical Yearbook (p. 42). In general, about three-fifths of all graduates have earned AA degrees.

Year	Total	AA Deg.	AS Deg.	Cert.
1992	112	63 (56%)	40 (36%)	9 (8%)
1994	158	88 (56%)	61 (39%)	9 (6%)
1996	215	137 (64%)	72 (34%)	6 (3%)
1997*	199	111 (56%)	80 (40%)	8 (4%)

*Source: U.S. Department of Education, National Center for Educational Statistics, Completions Survey 1996-1997.

ASCC reports that 80 percent of its **faculty** held the master's or doctor's degree. Furthermore, 15 faculty and staff members are enrolled in the Doctorate in Public Administration program offered by Golden State University. A few are working toward master's or doctor's degrees at other institutions. An examination of the educational backgrounds of the faculty shows that there is a diversity in the institutions from which advanced degrees were earned.

ASCC is presently working on the second phase of its Master Plan covering the period 1998-2000. The Steering Committee will draw upon "subject plans" in the following areas: facilities, budget, academic, technology, professional development and community extension. (ASCC, Progress Report, p. 1.)

D. Teacher Education Program

An informative discussion of the history of teacher education programs in American Samoa is found in the doctoral dissertation of Salu Hunkin Reid (1986). This report concentrates on the involvement of the College of Education of the University of Hawaii at Manoa (COE-UH).

Since 1932, the COE-UH has played an important role in teacher education in American Samoa. Annual teacher training institutes funded by the Barstow Foundation and the American Samoa Government were offered each summer, taught by College instructors. During the 1970s, federal funds enabled the College

to continue to send faculty members to teach in American Samoa. "In 1979, the University of Hawaii was granted the first teacher training contract for a degree program with the American Samoa Department of Education and ASCC. The contract pioneered a teacher training model ... [which] provided courses during the regular semesters by having the COE-UH professors travel to Samoa to teach designated courses for the teachers. This was to allow the Samoan teachers to continue working in the schools and take courses after work. In the summers, the teachers were required to travel to the University of Hawaii, Manoa campus to take courses over the 12-week summer period." (Reid, pp. 35-36)

The agreement between the COE-UH and the American Samoa Department of Education on the Territorial Teacher Training Assistance Project (TTTAP) for the period January 1, 1998–December 31, 1998 indicates that "The Government [of American Samoa] desires to obtain certain instructional services for the upgrading of the basic instructional skills of in-service personnel" and that "The Government has determined that The University possesses the requisite skills and qualifications to provide the instructional services desired by the Department of Education. ..." The scope of work further indicates that "The University will offer courses listed in the University of Hawaii at Manoa catalog at the American Samoa Community College." The Agreement is signed by American Samoa's Director of Education and the University's Director of Research, Training and Special Programs.

The University's program culminates in a B.Ed. degree in elementary education, recognized in 40 states, for those who complete the requirements. There is another alternative for inservice teachers who are interested solely in becoming "certified" to teach in American Samoa. Brief descriptions of this program (ASTEP) and of the University of Hawaii's program are presented below.

1. American Samoan Teacher Education Program (ASTEP)

"In a memorandum of understanding dated September 8, 1989, the American Samoan Teacher Education Program (ASTEP) office was established at the American Samoa Community College with the purpose of coordinating a comprehensive program of teacher education to meet the needs of the Department of Education and the community as a whole. During the past eight years, the Department of Education, University of Hawaii and ASTEP office have worked closely together in this effort. ASTEP has primary responsibility for (1) keeping records and advising teachers taking the pre-education core; and (2) scheduling pre-education courses. ..." (Inoshita, p. 2.)

The AA degree with an emphasis on Education requires 62 credits of course work: 49 credits in the "general education core" (covering English, the humanities, social sciences, sciences and mathematics plus a speech course for teachers offered only through the University of Hawaii) and 13 credits in the "education core".

Another important function of ASTEP is to provide a teacher certificate curriculum for those who are interested in receiving ASDOE teaching certificates. At the present time, ASTEP offers four required courses, and UH-COE offers three "certificate" courses.

2. Territorial Teacher Training Assistance Project (TTTAP)

This is a "federally funded program with the main objective of upgrading basic skills and instructional abilities of inservice teachers from the insular Pacific territories. For the past seventeen years, the American Samoa Department of Education (ASDOE) has worked with the College of Education (COE) of the University of Hawaii at Manoa (UHM) in offering a Bachelor of Elementary Education degree as one aspect of the Territorial Teacher Training Assistance Project." (*Ibid.*, p. 1.)

From its inception, both the Department and the College have been committed to developing a program of quality. This has been reflected in several ways: the program in American Samoa is similar to that of UHM; several questions in the Instructor Questionnaire deal with the degree to which the teaching and grading in the course were "essentially the same" as at Manoa.

Over the years, several changes have taken place in the specific requirements of the COE bachelor in elementary education degree. Due to the growth of the program in recent years, some

University personnel are stationed in American Samoa. This report confines itself to the current program of teacher education with references to the past only as they relate to issues and concerns regarding the “cohort” approach introduced in Fall 1997 by UH-COE.

A description of the American Samoa Cohort Program is found in Appendix C (p. 45) of the 1997 Evaluation Report on TTTAP:

The American Samoa Cohort Program is jointly offered by the American Samoa Department of Education and the University of Hawaii, Manoa Campus. This program is geared toward teachers who are seeking a Bachelor of Elementary Education degree awarded by the University of Hawaii, Manoa. This degree program consists of 126 credits of course work, including the pre-education core (consisting of 60 credits of general education courses which may be transferred from ASCC), the education core (including courses in educational foundations, teaching methodology, and student teaching) and an academic emphasis in the areas of math, science, language arts, or social studies. Students may also earn dual certification in special education.

Features of the cohort model which differentiate it from the old teacher education model are: (1) courses are offered in an established sequence over a period of three academic years and two summers, including one term of summer study at the

UH-Manoa campus; (2) students are admitted into a cohort group which remains together up to completion of the program; (3) there is a strong field component to the course work from the beginning of the program, fostering university-school partnerships, and promoting the connection between theory and practice....

Also included in the last evaluation report are **demographic data** on TTTAP participants for selected years (pp. 14-15). A few highlights are presented below for 1986 and 1997, respectively:

- Age: a plurality was in the 28-36 year old group (45 % in 1986, 44 % in 1997)
- Sex: a majority were females (68 %; 67 %)
- DOE Status: a majority were DOE teachers (74 %, 95 %)
- DOE Assignment: a majority taught at the elementary level (68 %, 75 %)
- Subjects Taught: a plurality taught “all subjects” (47 %, 49 %)
- Teaching Experience: a majority had taught 4-10 years (NA, 52 %)
- Educational Background: a majority had AA degrees (90 %, 50 %); BA degrees (7 %, 32 %)
- Educational Goal: a majority had the B.Ed. degree as their goal (85 %, 75 %); ASDOE certificate (NA, 17 %)

Other characteristics of the TTTAP program for the 1997 calendar

year are summarized: 27 courses were offered; 165 different individuals produced 468 course enrollments; 22 were successful in their student teaching; 21 graduated from the Program.

In the **evaluation** of the TTTAP program, qualitative and quantitative measures are used to collect data on its strengths and weaknesses and to develop recommendations for improving its work. In general, the appraisals by instructors were positive, and “students were very complimentary of the expertise of the instructors.” (*Ibid.*, p. 21). The students were also positive in their overall evaluation of course content, their intellectual and professional development, their efforts in class. Another area dealt with field-based involvement in summer courses. Reaction to this was favorable, and student feedback supported the continuation of the Professional Development School. The student teaching experience was also evaluated. Despite the fact that the participants were experienced teachers, they generally recognized that the student teaching experience was valuable in promoting their professional growth.

A special effort was made to obtain feedback on the **cohort** program which was introduced in Fall 1997. While the cohort students at UHM are full-time preservice students, those in American Samoa are full-time inservice teachers. Student reaction was solicited at mid-term and at the end of the semester. “The most common adjective used was ‘stress!’ Students felt that they were being asked to do too much in the semester as they

adjusted to the standards of the University of Hawaii. ... Consistent among all students in the cohort, they identified time (emphasis added) as the biggest problem. They struggled with how to manage their time to meet both their course assignments and teaching responsibilities while trying to give first priority to the needs of their own students.” (*Ibid.*, p. 30.)

Many students appreciated the change in focus from teacher-directed to student-centered instruction. They found themselves becoming more reflective about their work, and several enjoyed the cohort for the opportunities to know their fellow students.

The 1997 Evaluation Report concludes with several **recommendations** (pp. 37-38):

- Recommendation #1: Establish a procedure whereby the ASTEP office can coordinate with TTTAP on potential cohort students nearing the completion of the pre-education core requirements.

- Recommendation #2: Assure that separate sections for certification courses are offered on a regular basis to meet the needs of non-cohort students needing courses for ASDOE certification.

- Recommendation #3: Integrate training in technology into the cohort program.

- Recommendation #4: Limit cohort sites to a maximum of four sites per cohort.

- Recommendation #5: Explore the possibility of implementing a

secondary degree program in American Samoa.”

The last recommendation has implications for this study. The Director of the TTTAP program was asked about this request of the ASDOE to explore the feasibility of offering a teacher education program for secondary school teachers. At the present time, this is not being pursued because of the great need for “content” courses if such an undertaking is commenced.

Data from the ASDOE, evaluation reports of the current teacher education program and the many interviews held by the consultants lead to the following conclusions:

- (1) there is a recognized need for the upgrading of inservice teachers;**
- (2) there is an interest in a preservice teacher education program and**
- (3) there is a strong desire for a quality program in teacher education at ASCC, starting with elementary inservice teachers.**

III. ESSENTIALS IN TEACHER EDUCATION PLANNING

Our progress as a nation can be no swifter than our progress in education.

—John F. Kennedy

The value of education is clearly recognized in American Samoa. It seeks to improve its educational system, and the immediate need is to provide its classrooms with qualified teachers.

Most of the teachers serving in its schools, particularly at the elementary grade levels, have an associate degree earned at the American Samoa Community College, and there is a desire to be officially “certified” and/or go on to earn a baccalaureate degree in education. At the present time, the opportunities for such further professional education are very limited. The planning to make available an accessible program in teacher education is a high priority.

Several educational areas should be considered in teacher education planning. Especially important for ASCC to bear in mind are (1) accreditation requirements of the Western Association of Schools and Colleges and (2) selected highlights from the professional literature. The former, because of its significant importance, is discussed in some detail; the latter is necessarily brief but hopefully will motivate the planners to research more deeply recent developments.

A. Accreditation Requirements of the Western Association of Schools and Colleges

1. Jurisdictional Problems in Accreditation

The organization and policies of the Western Association of Schools and Colleges present an interesting situation. WASC, unlike the other regional accrediting agencies, has two accrediting bodies at the higher education level: the Accrediting Commission for Community and Junior Colleges has jurisdiction over lower division programs, and the Accrediting Commission for Senior Colleges and Universities has jurisdiction over institutions offering upper division and graduate programs. WASC policy further states: “For an institution which offers lower division programs but is adding one or more upper division baccalaureate degree programs and/or any graduate level work, the Commission for Senior Colleges and Universities will assume jurisdiction, consulting with the Commission for Community and Junior Colleges.” This is in keeping with the regional accreditation principle that: “The Commission accredits institutions, not programs.”

This policy clearly applies to ASCC should it choose to offer a baccalaureate degree program in teacher education. Then the accreditation requirements of the Senior Commission, which tend to be more demanding, must be met by ASCC. (The ASCC may also then choose to call itself a “college” rather than a

“community college.”) Meeting the accrediting standards of the Senior Commission is a daunting task.

It has therefore been suggested, especially in view of the critical need for baccalaureate level teacher education, that community colleges in Samoa and Micronesia be allowed to sponsor baccalaureate degree programs in teacher education under special arrangements that will satisfy WASC accreditation requirements. The Northern Marianas College, a community college in Saipan, has petitioned the Senior Commission to consider such an arrangement, and the Commission is now studying the matter. The American Samoa Community College has notified the Senior and Junior Commissions that it is also interested in such a possibility.

In a letter to the consultants dated May 28, 1998, the Executive Director of the Senior Commission states that: “Under that pilot project, we are exploring the possibility of allowing Northern Marianas College to maintain its accreditation with the Accrediting Commission for Community and Junior Colleges while working with us toward accreditation of a single baccalaureate program in teacher education.” To further explore the details of such an arrangement, a staff member of the Senior Commission will confer with the staff of the Northern Marianas College in Saipan in November, 1998. A representative of ASCC should attend that meeting in Saipan.

The desire on the part of community colleges to offer baccalaureate degrees,

especially in certain vocational or specialized programs, has been evident nationally. The Chronicle of Higher Education in its January 16, 1998, issue reported on recent developments on this issue: “Arizona lawmakers will consider a landmark plan this year that would allow the state’s 19 community colleges to award baccalaureate degrees in vocational programs that universities decline to offer. The two-year-college system would become the first in the nation authorized to offer baccalaureate degrees if the Legislature and Governor Jane Dee Hull, a Republican, support the proposed legislation.” The article goes on to explain: “The issues under debate here may also influence discussions in Kansas, Louisiana, New York, and other states over the growing role of community colleges in training workers, serving business needs, and broadening access to higher education. In Florida, too, state officials have drafted a plan that would allow some community colleges to offer four-year degrees.”

Some form of accommodation may result which will allow the community colleges to expand their educational reach to serve particular niches in higher education. Besides offering specialized baccalaureate degrees in fields which are not traditionally served by existing colleges and universities, a case may be made for community colleges in geographically isolated areas sponsoring baccalaureate degrees in areas of critical need such as teacher education.

2. Eligibility Criteria for WASC Accreditation

The 1987 report by the consultants entitled, "Baccalaureate Degree Programs for American Samoa," dealt primarily with the eligibility criteria for accrediting baccalaureate degree programs by the Senior Commission of the Western Association of Schools and Colleges. The current Senior Commission Handbook lists basically the same eligibility procedures and criteria, although there are some word changes. (See Appendix B: "Procedures for Eligibility," from the WASC Senior Commission Handbook of Accreditation.)

Before listing the eligibility criteria, the Commission clearly spells out the responsibility of an institution seeking accreditation: **"It is the responsibility of the institution to demonstrate it has the resources, organizational arrangements, academic standards and processes necessary to give assurance of continuous self-monitoring, as well as the continued stability of its purposes, programs, faculty and staff, and financial and physical resources for a minimum of five years."**

While the eligibility criteria have remained the same, conditions have changed since 1987 in American Samoa. The following discussion notes the changes under each criterion.

(Note: The Senior Commission's criteria cover much the same ground as the "Eligibility Requirements for

Accreditation" of the Junior Commission, although differently outlined and worded. Inasmuch as ASCC is accredited by the Junior Commission, the criteria are familiar to ASCC officials.)

Criterion 1. *A charter and/or formal authority to award degrees from the appropriate governmental agency in the region and operate within its authority. Such authority must be obtained in each state or jurisdiction in which programs are offered. ..."*

The 1987 report stated that "this should not be a difficult criterion to meet." The law enacted in 1992 (Public Law No. 22-30, now Chapter 20 under Title 16 of the Laws of American Samoa), providing "semi-autonomy" for ASCC and establishing an independent Board of Higher Education, helps to satisfy this criterion. Among the "powers and duties" delegated to the Board are the power to "review and approve the educational program of the college," and to "grant diplomas, certificates, degrees or other honors."

If ASCC chooses to develop a baccalaureate degree program, it may wish to change its name as community colleges normally do not grant four-year degrees. The 1992 law states that the Board of Higher Education "may change the name of the college, with the approval of the Legislature."

Criterion 2. *A formally adopted statement of institutional purposes demonstrating that the fundamental purposes of the institution are educational, appropriate*

to a degree-granting institution, and suited to the needs of the society it seeks to serve.

Public Law No. 22-30 of 1992 states that ASCC “shall develop a program of education to meet the current and future needs of American Samoa, which shall be accredited under appropriate procedures existing in the United States for higher education.” ASCC’s current desire to add a baccalaureate program in teacher education can be viewed as a response to this legal mandate that it develop programs “to meet the current and future needs of American Samoa.”

Should such a baccalaureate degree program be authorized, the College may wish to modify its Mission and Goals statements to reflect this expansion of its scope of activities.

Criterion 3. *A governing board that operates as an independent policy-making body and includes representation reflecting the public interest. ...”*

The discussion of this criterion was lengthy in the 1987 report. It cited this as a major concern of the accreditation teams which visited ASCC. Since then, much progress has been made in satisfying this criterion. The Legislature in 1992 passed Public Law 22-30 which provided “semi-autonomy” for ASCC and established an independent Board of Higher Education. The law reads that the “board shall consist of the director of education and 7 members, 6 of whom are appointed by the Governor with the advice and consent of the Legislature.” The selection of the seventh member is a

bit unusual: “The 7th member of the board is a 2nd year student of the college elected at a schoolwide election during the first week of school.”

The consultants of this report had an opportunity to meet members of the board and were impressed by their dedication and professional knowledge on matters of higher education. They see as their primary responsibility the strengthening of ASCC as a community college to meet the needs of the community. They also recognize the need for expanding higher education opportunities in the Territory. This is a reflection of the “public interest” which they represent.

Criterion 4. *A chief executive officer whose full-time or major responsibility is to the institution, and sufficient administrative staff to conduct the affairs of the institution.*

As noted in the 1987 report, “ASCC may be deemed to have met this criterion, inasmuch as it has a President with a support staff that conducts the operations of an already accredited institution.” Additional staff or a realignment of work assignments may be necessary should a baccalaureate degree program be added to ASCC.

Criterion 5. *One or more educational programs leading to the baccalaureate degree or beyond; educational objectives for each program that are clearly defined and published, as well as appropriate to higher education in level, standards, and quality; and a clear statement of the means for achieving the stated educational objectives.*

This remains, as stated in the 1987 report, as the “vital criterion, and the one that requires the most in-house work.”

Any proposal for a baccalaureate degree program must directly address this criterion. Further elaboration of this criterion is found in the following accreditation standards for educational programs: Senior Commission, Handbook of Accreditation, Standard 4.A.4: “Degree programs have a coherent design and are characterized by continuity, sequential progression, and a synthesis of learning.” and Standard 4.A.5. “In each field of study, degree objectives are clearly specified: the subject matter to be covered; the intellectual skills and learning methods to be acquired; the affective and creative capabilities to be developed; and, if relevant, the specific career-preparation practices to be mastered.” The current ASCC President, who has a doctorate in curriculum and instruction, well understands and appreciates the importance of this criterion.

These standards set the framework for any proposal for a baccalaureate degree program. The specificity of the degree objectives is important because accreditation will evaluate a program’s performance against its stated objectives. More will be said about this criterion as a proposal for a baccalaureate degree program in teacher education is discussed later in this report.

Criterion 6. *A coherent and substantial program of general education as either a prerequisite to or an essential element of the program offered.*

Reflect social culture

This criterion is familiar to ASCC officials who are involved in or assist the current TTTAP program in conjunction with the College of Education at the University of Hawaii at Manoa. In this program, the students who are working towards a bachelor of education degree from the University of Hawaii must complete their general education requirements before admission to the baccalaureate degree program. A similar requirement could be continued in the proposed baccalaureate degree program in teacher education at ASCC. This is not to recommend that the general education requirements be identical to those now in effect for the College of Education at the University of Hawaii; indeed, the planners of the new degree program should develop their own “coherent and substantial program of general education” suitable for the degree being offered.

Criterion 7. *Faculty sufficient in terms of number, background, and experience to support the programs offered, including a core of faculty whose primary responsibility is to the institution. In addition, a clear statement of faculty responsibilities must exist.*

Much of the discussion of this criterion in the 1987 report remains pertinent and can be repeated here: “For many institutions beginning new programs, this is a difficult criterion to meet. Good faculty members are always in short supply; it is often difficult for a new program to attract the best. ASCC in its early years has had special problems with this criterion, but faculty ranks have been increasingly filled by qualified residents,

including *palangis*, and the faculty appears to be stabilized. There are a number now on the ASCC and DOE staffs with doctorates and some of them could serve as part of a core faculty in the contemplated new program. Whether these instructors are sufficient in number and represent a diversity in academic backgrounds must be determined. While the doctorate degree is desirable, it does not automatically qualify one for instruction in the baccalaureate program. Specific areas of expertise will be needed. Furthermore, attention must be given to a salary schedule which will attract and retain competent teachers for the new program. ...One cannot overemphasize the importance of a faculty of quality based on academic credentials and specializations and recruited in terms of the educational objectives of the program. In some specialized areas, the program may still need to call upon the services of contract or visiting professors. These should be carefully chosen, probably with the help of professors in Hawaii and on the mainland U.S. who are familiar with the problems and demands of a pioneering effort."

These words are still applicable today. The possibility of starting a baccalaureate program is brighter now because an increasing number of persons with advanced degrees now reside in the Territory, and there may be a number of Samoans with appropriate graduate degrees residing abroad who may be attracted to return to fill positions which take advantage of their professional training and experience. They along with resident *palangis* could constitute the core faculty. But great care must be exercised to

gather a qualified faculty, and a singular or limited baccalaureate program may have to rely initially on a few "visiting" professors to offer the more specialized courses. There is also the possibility if not probability that some courses can be offered in the "distance learning" mode.

The requirement of "a clear statement of faculty responsibilities" is similar to that of the Junior Accrediting Commission.

Criterion 8. Evidence of adequate learning resources to support the programs offered on or off campus. To supplement these resources beyond the core library of the institution, there may be specific long-term written arrangements for student access to readily available resources. The institution must also be able to demonstrate that library use is a fundamental part of all curricula.

The 1987 report flatly stated that the "present library is inadequate for baccalaureate degree programs." Some progress has been made in this area, especially with the hiring of a professional librarian. But the holdings and equipment in the library are still inadequate for a baccalaureate program. Library resources should be assembled to serve the program that is initiated. Besides the printed materials which are typically housed in a library, today's library is more often referred to as a "learning center" which houses computers and other technological devices that permit students to have access to information sources world-wide.

Current library holdings must be measured against the demands of any new

program, and greater expenditures in this area must be anticipated and funded.

Criterion 9. *Admissions policies and procedures consistent with the institution's stated objectives and appropriate to the degree level offered.*

The experience gained by ASCC in administering the admissions policies for its several programs over the years should be helpful in setting the admissions policies for a new baccalaureate degree program. Especially helpful should be its experience with students being admitted to the TTTAP program. Language facility may be an especially important criterion for admission to a teacher education program.

As the improvement of education in American Samoa is deemed crucial, any new program in teacher education should perhaps make a special effort to attract able students to the program by offering scholarships and other forms of financial aid.

Criterion 10. *Evidence of basic planning for the development of the institution. Planning should identify and integrate plans for academic, personnel, library, and financial development, as well as procedures for program review and institutional improvement.*

The 1987 report commented as follows: "Few institutions in higher education do well on this criterion, as planning is seldom done systematically or in integrated fashion." This seems to be an especially onerous task for ASCC. Its

initial accreditation evaluation report in 1981 called for a "comprehensive educational plan" as a first priority. The 1998 Accreditation Report addresses this need to update the Academic Master Plan, and a Master Plan Steering Committee is now at work.

Sound planning for any new baccalaureate degree program is crucial. While the major responsibility properly falls upon the College personnel, especially those who may be involved in the plan's implementation, off-campus professional advice and expertise may be helpful in formulating an appropriate and effective educational program.

Criterion 11. *An adequate financial base of funding commitments, with sufficient financial reserves, to assure future stability. A copy of the current budget and prior two year audited financial statement, prepared by an outside certified public accountant who has no other relationship to the institution, must be submitted.*

The two major funding sources remain the American Samoa Government and the U.S. Government (federal funds), and this will be true in the near future. Public Law 22-30 enacted in 1992 contains the following provision: "The government shall provide a minimum appropriation from local revenues for the operation and programs of the college based on the actual cost of \$2820 per full time equivalent student, as has been determined by current, actual fall and projected spring and summer class schedules, with an annual inflationary adjustment of 4.8 percent." This

provision, if consistently implemented, will assure some "future stability." (It should be noted that the American Samoa Government has had serious budget problems in the recent past and this legally mandated stable funding provision has not been consistently honored. This lack of a stable funding source not only creates accreditation problems for ASCC but also precludes any realistic planning for baccalaureate programs.)

Federal funds have been a major source of financial support in the past and will have to be relied on for future support, so persistent efforts must be made not only to take advantage of current federal legislation offering financial assistance for a variety of educational programs but to remind the U.S. Congress of its historical and special responsibility in administering this distant territory in the Pacific. (More will be said in this report on funding sources as this is important in the establishment of any new program.)

ASCC accreditation reports indicate that the requirement of properly audited financial statements has been a problem in the past. Part of the difficulty may stem from the fact that budgeting and financial reporting were shared with the American Samoa Government in the past. ASCC has recently signed a Memorandum of Understanding which provides for greater autonomy from the central government, and has indeed had an audited report from Deloitte & Touche LLP of Seattle, Washington, dated December 3, 1997. The recent hiring of a qualified person to fill the position of Chief Financial Officer

will be further assurance that the requirements of this criterion will be met.

Criterion 12. A published policy and procedure, in keeping with generally accepted practices, for refunding fees and charges to students who withdraw from enrollment.

This criterion is similar to the Junior Accrediting Commission requirement which is currently met by ASCC. The application of the current ASCC policy on refunds to baccalaureate degree students should satisfy this criterion.

Criterion 13. An accurate and current catalog or other comparable publication available to students and the public, setting forth purposes and objectives, entrance requirements and procedures, rules and regulations for conduct, programs and courses, degree completion requirements, full- and part-time faculty and degrees held, costs, and other items relative to attending the institution or withdrawing from it.

This should not be a difficult criterion to meet. When a new program is introduced, especially at the baccalaureate level, it should be fully and accurately described; especially important are the entrance requirements, course descriptions, and degree completion requirements.

Summary of Discussion on
Eligibility Criteria

Since the 1987 report, progress has been made on several fronts to satisfy the Senior Commission's eligibility criteria, especially in governance and financial administration, but much more remains to be done to satisfy most of the thirteen criteria for eligibility. The following four remain the most crucial and demanding:

Criterion 5 that "educational objectives ...be clearly defined...as well as appropriate to higher education in level, standards, and quality."

Criterion 7 that a "faculty sufficient in terms of number, background, and experience" be assembled to administer the program.

Criterion 8 that there be "adequate learning resources" available to support the program.

Criterion 11 that there be an "adequate financial base of funding commitments, with sufficient financial reserves, to assure future stability."

At this point, it should be unequivocally stated that no one can speak for the Accrediting Commissions. The discussion in this report on accreditation requirements and procedures is based on the professional judgment and experience of the consultants.

B. Educational Issues and Challenges

Public education is a popular topic in both public and private discourse in the United States. This is not surprising, for public education is considered an essential of democracy. Reform proposals and movements are prominent in the literature, and they have become especially noteworthy since the publication of A Nation at Risk (1983) which harshly criticized the quality of public education in the United States: "If an unfriendly power had attempted to impose on America the mediocre educational performance that exists today, we might have viewed it as an act of war."

Such individuals as Robert Coles, Elliott Eisner, Howard Gardner, John Goodlad, Linda Darling-Hammond, Theodore Sizer, to name a few, have been advocates of various reform proposals.

"For more than a decade, anyone directly or even remotely involved in education ... continues to cry out loudly for reform of a system that is no longer working. No two persons or groups want the same thing from educational reform, but each wants his or her own agenda addressed immediately and without equivocation. Reform efforts are widespread and far-reaching as well as fragmented and lacking in continuity. Yet, one area of agreement is abundantly clear. Everyone who is anxious to reform the system is equally anxious to implement this reform through existing teacher education programs." (Gibson and Coleman, p. 84, underlining added.)

This section will briefly discuss some of the highlights which seem especially pertinent to the development of a baccalaureate degree in elementary education by American Samoa Community College. Thus the focus will be on (1) recent and emerging challenges to public education and (2) implications for teacher education programs.

1. Recent and Emerging Challenges to Public Education

Crafting a teacher education program provides a rare opportunity for an institution to really make a difference in its community. Essential to this undertaking is an awareness of the increasing knowledge about what learning is. The findings are numerous and diverse, but this discussion will be limited to the following: (a) redefinition of intelligence, (b) research on the brain, (c) focus on learning and (d) use of the new technology.

Howard Gardner, in Frames of Mind (1983), identified seven (later an eighth was added in 1997) **intelligences** with the following advice: "I must repeat that they [the specific intelligences] exist not as physically verifiable entities but only as potentially useful scientific constructs." (p. 70) The following were identified: linguistic, logical-mathematical, spatial, bodily-kinesthetics, musical, interpersonal, intrapersonal and naturalist. American education, especially testing, has traditionally emphasized linguistic and logical-mathematical intelligences.

A favorable reaction to Gardner's redefinition of intelligence has implications for assessing student performance. Despite the College Board's caution, the media have implied that the results of the SAT reflect the quality of the public schools. It is obvious that evaluation is much more complex. Some schools which have adopted Gardner's redefinition have begun to rely on a wide variety of assessment modes, including student portfolios and written comments by teachers instead of letter grades.

Brain research on children confirms the importance of the quality of a child's early years. "From birth, a baby's brain cells proliferate wildly, making connections that may shape a lifetime of experience. The first three years are critical." (Nash, p. 48, underlining added.) To quote further from this informative article which was a Special Report of Time magazine:

"... A brain is not a computer. Nature does not cobble it together then turn it on. ... At birth a baby's brain contains 100 billion neurons, roughly as many nerve cells as there are stars in the Milky Way. . .

During the first years of life, the brain undergoes a series of extraordinary changes. Starting shortly after birth, a baby's brain, in a display of biological exuberance, produces trillions more connections than it can possibly use.

Deprived of a stimulating environment, a child's brain suffers...

Children who are physically abused early in life ... develop brains that are exquisitely tuned to danger... because those early experiences of stress form a

kind of template around which later brain development is organized, the changes they create are all the more pervasive.

The new insights into brain development are more than just interesting science. They have profound implications for parents and policy makers..."

What lessons can one draw from the new findings? "Among other things, it is clear that foreign languages should be taught in elementary school, if not before. That remedial education may be more effective at the age of three or four than at nine or 10. That good, affordable day care is not a luxury or a fringe benefit for welfare mothers and working parents but essential brain food for the next generation." (*Ibid.*, p. 56.)

The results from this research pose a significant challenge to society and its educators. At a minimum, the people should consider the need for early childhood education, for education of parents and for development of a more secure, culturally-rich environment.

A focus on learning puts the spotlight on the student. Generally the public assumes that the teacher sets forth what is to be learned and the student "learns" it. When the focus is on learning, schools need restructuring: "... if schools are to focus on learning, rather than merely offering courses, then teachers must be able to diagnose and address various learning needs, rather than merely 'delivering instruction'. They must

covering the curriculum." (Darling-Hammond, p. 9)

Teachers have long known that students are "different," but still instruct as though all children are alike. "... because students learn at different rates and in different ways, there will never be 'one best system of education' or a singular set of teaching perceptions that can meet all of their diverse needs." (*Ibid.*, p. 13)

A consideration of culture is extremely important especially in areas where Western tradition and values are somewhat alien. In this connection, a discussion on "competition" may be enlightening. Kohn (1986) remarked that "Life ...has become an endless succession of contests...we are busy struggling to outdo others." (p. 1) He discusses three ways in which a classroom can be organized: "competitively, which means working against others; cooperatively, which means working with others; and independently, which means working without regard to others." (p. 6) He proposes replacing competition with cooperative alternatives that allow "school children to learn from each other instead of against or apart from each other." (p. 10)

Still another challenge to education is the **new technology**—chiefly computers and telecommunications. The world has indeed "shrunk", for these tools enable individuals to communicate with others in all parts of the globe and to have access to the ever-growing body of knowledge.

The new technology offers alternative ways of learning; e.g., distance education offers opportunity to those limited by time and place. No longer is one restricted to the courses offered by the community's educational institutions; eventually it may be possible to have access to most, if not all, of the courses offered through distance education programs.

Students need to have access to computers, and they need to know how to use them. So must their teachers.

2. Implications for Teacher Education Programs

During the last two decades, "there have been calls to reform teacher education. One of the most authoritative and profound was delivered by the Holmes group, a national consortium of major research universities." Its goals included making the education of teachers "intellectually more solid"; creating standards of entry into the teaching profession; connecting institutions of higher education to schools; making schools better places for teachers to work and learn. (Clemson-Ingram and Fessler, p. 1)

Action in many cities and states is being undertaken to improve teacher education because there is growing evidence that good teaching matters. Despite the naysayers who claim nothing schools do can help poor and minority students who enter with few basic skills, there is recent research from Tennessee, Texas, Massachusetts and Alabama which

"proves that parents have been right all along. ... They are absolutely right in believing that their children will learn a lot from some teachers and only a little from others. ..." (Haycock, p. 3)

Although teacher education reform proposals are varied, selected highlights are briefly described in this section:

- (a) "professionalization" of teaching;
- (b) "content" of teacher education curriculum;
- (c) continuing professional development of teachers.

Professionalization of teaching is discussed in the literature in different ways. Darling-Hammond proposes the following three conditions that characterize a profession: (a) "knowledge ... is the basis for permission to practice and for decision making;" (b) "professionals pledge their first concern to the welfare of the client and to the use of knowledge on behalf of the client;" and (c) "members of the occupation themselves take on the responsibility for defining, transmitting, and enforcing standards of ethics and standards of practice." (pp. 15-16)

Accompanying this desire to make teaching a "profession" is concern that "the credentialing system must ensure that all newly credentialed teachers meet established teaching standards. Current assessment practices in preservice teacher preparation are disparate and inadequate for the new credentialing system and must therefore be strengthened or replaced." (Perea, p. 490, quoting from the recommendations of the California State University Presidents Commission.)

Concerned as society is about the quality of its teachers, there is still a need for consensus about what characterizes a well prepared teacher. What should be the **content of the teacher education curriculum**? The outcomes expected are specified by the California Standards for the Teaching Profession (*Ibid.* pp. 487-89):

- Knowledge of subject matter and ability to organize and communicate it effectively to all students.

- Knowledge of pedagogy and the ability to place students at the center of learning.

- Knowledge of assessment and the ability to use evaluative tools to aid instruction.

- Knowledge of language and culture and ability to use knowledge to plan and deliver effective instruction.

(Duesterberg's article on culture is insightful.)

- Knowledge of available technology and ability to apply knowledge to classroom organization and through instructional strategies.

- Knowledge of own skills and ability to self-assess and reflect.

- Knowledge of collaborative strategies and the ability to work with parents, community members, public agencies, and professional colleagues."

Many of the items in the listing deal with "teaching skills". Other writers, like Haycock, emphasize "strong verbal and math skills" and "deep content knowledge." Some states administer competency tests to their teachers, and the results have not been favorable. Few

would argue that content knowledge alone leads to effective teaching. How to develop teaching expertise is the challenge. "Neither education courses completed, advanced education degrees, scores on professional knowledge sections of licensure exams, not, interestingly, years of experience seem to have a clear relationship to student achievement." (p. 6)

There appears to be growing support for providing students in teacher education with "internships". These experiences can be especially effective if the interns are placed in "professional development schools. They are places where college faculty and K-12 teachers come together in common cause to educate teachers ... The proponents of PDSs claim that they are the wave of the future in teacher education." (Clemson-Ingram, p. 6)

There has been a rapid growth of such schools, but not all of them meet the five primary characteristics, based on the recommendations of an American Federation of Teachers task force (*Ibid.*): "1) deep collaboration between two or more partners; 2) support of student learning; 3) support of professional practice, including rich opportunities for collegiality and learning; 4) support for the professional education of educators with sufficient time and resources devoted to that end; and 5) support of inquiry directed at the improvement of practice."

It is clear that there is no one way of effectively preparing teachers for the crucial service they provide. This

discussion can be helped by a reminder from Goodlad about "what might our nation reasonably expect of its teachers: ... that they be men and women to whom we would comfortably entrust our children ... that they be among the best-educated citizens of the community ... [that they have] a driving purpose: to maximize the learning of those placed in their charge; [that they develop] pedagogical knowledge and skills not easily acquired; [that they] be responsible stewards of the schools in which they teach." (pp. 43-44)

Goodlad concludes Teachers for Our Nation's Schools, an ambitious five-year study of teacher education programs, with the description of a fictitious institution as it "renews" its teacher education program. There is recognition that such undertakings need "a secure, semiautonomous place", similar to that of other professional schools, in higher education institutions, and that there are many actors involved in the transformation of teacher education programs, including governors, legislators and parents.

Teacher education programs have still another challenge: to provide for the **continuing professional development** of teachers. This is an integral part of maintaining quality in public education. It is also essential to develop a school environment in which new teachers will have support and encouragement, rather than being drawn into a process of "progressive adaptation and mediocritization". (Clemson-Ingram, p. 8)

Most educational policy makers recognize the necessity for staff development, but insufficient or limited time and funds are set aside for this purpose. Oftentimes workshops are offered but their value is sometimes questionable.

The State of Maryland is recommending that teachers should engage in "career long professional development." They should develop plans with the assistance of their school and they should have access to programs at PDSs in their region. Also of value may be distance education courses on videotapes which can be viewed by teachers at their own convenience.

Some states have relied on "recertification" requirements as a means of motivating teachers. They must become "lifelong learners" for the expansion of knowledge is breathtaking as are the curiosity and eagerness to learn of their students.

* * * * *

Planners and policy makers in education should heed the recent findings on intelligences, learning, and the significance of early childhood development. The leaders in American Samoa should consider these factors as they plan to improve education in the Territory. In addition, planners must be fully aware of the accreditation criteria which are designed to assure quality.

IV. EXPANDING TEACHER EDUCATION OPPORTUNITIES IN AMERICAN SAMOA

The consultants recognize and appreciate the strong sentiments for the establishment of a baccalaureate degree program in elementary education at American Samoa Community College as a means of meeting the crucial need for upgrading inservice teachers and for preparing preservice teachers as the school population is projected to rise. This has long been the dream of many policy makers in American Samoa.

While the desire for an on-island baccalaureate degree program in teacher education is agreed upon by the political and educational leaders, they all insist that the program be one of quality which can gain accreditation. This calls for careful planning and the realization that such a program may take time to implement and will need adequate and continuing financial resources as well as qualified and dedicated professionals.

Careful thought and planning are necessary before the people of American Samoa agree to assume the responsibility for expanding teacher education opportunities in their Territory.

The purpose of this section is to assist in the planning effort for such an undertaking, for that is the first step in assuming greater responsibility for teacher education. This work will be reflected in an Academic Plan for Teacher

Education which will include several basic features which meet the accreditation criteria as well as include the Samoan values deemed essential. This discussion is followed by alternative ways of implementing the Academic Plan and concludes with a section on financial resources.

A. An Academic Plan for Teacher Education

An effective way of getting started in the planning process is to involve parties who are interested in and affected by the teacher education program. There is no doubt that, in this instance, ASCC should take the lead but it is important that the Department of Education also be an active participant. Within the ASCC organization, the views of the several constituencies—the Board of Higher Education, the administration, faculty and students—should be heeded. In the Department of Education, it is essential that the voices of the teachers in the field be heard as their input can be invaluable. The general public should also have a chance to be involved, and public hearings may be in order.

Inclusion of these diverse groups will not only help to formulate a more meaningful and appropriate program, but it will also contribute greatly to the implementation of the program in which the stake holders had a hand in planning. In some instances, the assistance of consultants may be feasible, but the Academic Plan should be the product of educational planners in American Samoa.

The creation of this Planning Committee is extremely critical. The careful selection of its membership as well as a clear statement of its mandate will affect the success of its work.

Several major elements, related to accreditation criteria, should be included in the Academic Plan: (1) clarification of goals, (2) assessment of need, (3) inventory of resources—qualified faculty, learning resources and adequate, stable funding.

1. Clarification of Goals

The ultimate mission is to improve public education in American Samoa. One means of doing this, perhaps the most effective, is the immediate goal to improve teacher education in American Samoa by making the program more accessible to inservice teachers and preservice students and by making the program more appropriate by greater consideration of Samoan values and school conditions.

The planners might find it useful to start with a critical evaluation of the TTTAP program offered by the College of Education of the University of Hawaii at Manoa. The cohort program is identical to that of the Manoa Campus, attesting to its “quality”, and the instructors have received very favorable ratings from their students. While much of the program might be retained, some modifications, such as the following, may be entertained: (a) there should be some flexibility in the time for degree completion; (b) there should be more consideration of Samoan

values and (c) there should be provisions to enable elementary teachers interested in math and/or science to meet academic emphasis requirements as conveniently as those interested in language or social studies.

The planners may instead begin with a slate wiped clean—to fashion a teacher education program “uniquely” appropriate to American Samoa with the realization that its children are also citizens of the world and that much of the professional literature can be helpful.

Among the questions which require answering are the following: What is a good teacher? What should the graduates of the teacher education program be like? How important is knowledge of subject matter? What about teaching skills? What kind of personal characteristics should teachers have? Is the recruitment/admission process appropriate? What courses should be required? How should they be taught to promote learning? What kind of assessment measures should be used? Should Samoan values be included in the curriculum? Should there be a semester or summer abroad provision?

Several of the questions focus on the goals of the program. While there is much literature on the subject, as indicated in the previous chapter, there is no one set of goals for teacher education.

Planners in American Samoa should articulate the goal and objectives, for they provide the framework for the content and methodology of the curriculum, for the recruitment/admission of students, for the identification of essential resources.

Most planners know, at the outset, that qualified staff, a good library/learning center and sufficient funding are absolute necessities. Equally important is the nature of the program and of the students, for the mission of improving public education in American Samoa will not be realized unless the “right” kind of people are attracted to teaching, then given the opportunity to enroll in the “right” kind of teacher education program.

Together with the clarification of goals, there must be simultaneous efforts to assess the need for the program.

2. Assessment of Need

While the need to provide opportunities for the professional improvement of teachers appears obvious, that need should be carefully and accurately documented.

Specific data should be gathered indicating the levels of education and professional training of the current teachers in the Department of Education. Much of this data is available, and is reviewed in an earlier portion of this report. Student enrollments by levels should be shown for the current and past several years and, for planning purposes, the projected enrollments for at least the next five years. Then, a compilation of data on the resources necessary to cope adequately with these enrollments should be made. Foremost among the resources would be the numbers and types of teachers needed to service the current and projected number of students. This “teacher inventory” should include not

only the numbers but the “types” of teachers needed—such as elementary and secondary, subject fields, and specializations such as special education.

This data collection and projection will determine where the greatest demands are, so programs can be fashioned to meet those needs. This information will also assist in convincing governmental and private organizations of the dimensions of the problem and of the urgency to act.

It would also be helpful to conduct a survey among the current teachers to gauge their desires and availability to engage in further professional improvement. Students now in school, particularly at ASCC and in the senior high schools, may also be sampled to find out how many may choose teaching as a career if professional education opportunities were readily available.

The data reveal an area of some consequence that should be considered by planners. This is the need to gradually upgrade the personnel in the early childhood education program. Recent research results underline the importance of “good beginnings”. It should be noted that community colleges frequently have associate degree and certificate programs in early childhood education.

The planners should consider the needs of the early childhood education program and explore how ASCC might expand educational opportunity for personnel in that important part of a child’s development.

With reliable data as a basis, planning can proceed to design a teacher education program most appropriate for American Samoa.

3. Inventory of Resources

This inventory should consider at least three kinds of resources, in quantitative and qualitative terms: faculty, library/ learning center and funding.

The individuals interviewed by the consultants in American Samoa and the University of Hawaii basically share the view that American Samoa should work toward taking over its own teacher education program, although it may need the assistance of an institution, such as the University of Hawaii, in a transition period. This sentiment is bolstered by the fact that there is a number of qualified individuals in American Samoa who could plan and participate in a teacher education program.

Data prepared by the UH-COE staff assigned to the TTTAP program indicate that in calendar year 1997: (a) of the 20 courses offered, eight were taught by on-island instructors in American Samoa; (b) of the 14 different instructors, seven resided in American Samoa; (c) cooperating teachers and those employed at the Summer Professional Development School were all American Samoa residents. In addition, there is also the hope that Samoans abroad with the proper credentials will be attracted to return when suitable positions become available.

The faculty, qualified by their educational backgrounds, scholarship and experience, is one of the primary ingredients for a program of quality. They, however, will also need to be extremely dedicated, for the early days of any pioneering effort will have many challenges. Their commitment to the program will be sustained by the enthusiasm for learning among their students and the availability of learning resources.

Today's resources are no longer limited to books. Computers, telecommunication capability, CD-ROMs are essential components of a learning center. Increasingly, the world's vast store of knowledge is becoming more and more available to its inhabitants, no matter where they reside, if they have the proper technology.

Finally, is the obvious need for money. The new program will need adequate funding to sustain quality. There is awareness that additional funding is required so as not to jeopardize or minimize the mission of the community college. Among the possible sources are: legislative appropriations, student tuition, federal funds and ASG financial aid funds. It would be extremely helpful to have TTTAP funds supporting the U.H. cohort program transferred to ASCC as it assumes responsibility for the B.Ed. program. Furthermore, the government of American Samoa might consider earmarking a portion, possibly half, of the financial aid funds for teacher education students to spend a summer

or semester abroad with the stipulation that recipients work in American Samoa for a minimum number of years. Students should also be prepared to pay a higher tuition for upper division work. Planners for the teacher education program will need to explore various sources of funding in American Samoa and to assure adequacy and stability in funding as a prerequisite to initiating a teacher education program.

B. Organizational Options or Stages

As the goal is to expand the on-island opportunities to improve education in American Samoa, there are several organizational approaches to achieve that goal. They are presented as “options” or “stages,” and their pros and cons shall be briefly discussed. Only four of these alternatives will be presented here, and they are not mutually exclusive, especially as the development toward the goal can be planned in “stages,” as one option can lead to another. Each can be modified to adjust to changing conditions.

Option 1. Adding an associate degree and/or certificate program in early childhood education at ASCC.

The importance of early childhood education has been mentioned before in this report. Some community colleges offer various program levels in early childhood education. For example, Hawaii Community College, a part of the University of Hawaii, grants the certificate of completion (16 credits of course work), the certificate of

degree (60 credits). There is articulation between each level, as shown in Appendix C. It is also interesting to note that Hawaii Community College has a Children’s Center so students can “gain practical experience with young children.”

The advantage of this program is that it addresses an immediate and vital need and, as it is within the purview of ASCC as a community college, it presents no jurisdictional problem in accreditation. The development of such a program requires academic planning as well as additional funding and suitable faculty resources.

Option 2: Partnering with an accredited institution offering teacher education programs.

This can be viewed as an easily “adoptable” option as it deviates least from current conditions. It calls primarily for ASCC to contract with an accredited institution which is capable and willing to jointly sponsor and administer a program of teacher education which is agreed upon by both parties. In a sense, it is an outgrowth and expansion of the current TTTAP program in which the University of Hawaii is the contractual partner. It also involves ASCC’s ASTEP program. Some refer to this type of arrangement as the community college playing a “broker’s role.”

Besides the advantage of being the least “disruptive” of the options, this has the advantage of being the least threatening to the integrity of the

administered to further strengthen the basic academic offerings of the community college as certain disciplines can be augmented to better prepare students to meet the requirements of upper division work. The current faculty of ASCC who are qualified to teach some of the upper division courses may enjoy this professional challenge, and indeed this arrangement may attract additional faculty with advanced degrees who wish to be involved in upper division teaching.

Initially, as is the current practice, several of the courses in the baccalaureate degree program will be taught by professors who are off-island and on contract, but efforts should be made to gradually hire more faculty who can be on the ASCC staff with credentials to teach specialized upper division courses. Inasmuch as the degree to be awarded is from the contracting senior institution, the responsibility of determining the competency of the instructor for each course must remain with the senior institution. ASCC has the responsibility of seeing that the program being offered is appropriate and effective in meeting the educational needs of American Samoa. The Academic Plan for Teacher Education is the guiding document.

Under this option especially, attention should be paid to the new educational technology and the potential of distance learning.

This alternative, while also requiring additional funds, may be the least costly initially as the demands on physical facilities and faculty and administrative

support services can be kept to a minimum. Some may view this arrangement as temporary or transitional which can eventually evolve into the establishment of an upper division or four-year college in American Samoa.

Option 3: Adding a baccalaureate program in education at ASCC.

This is the option most frequently mentioned. It appears to be the "logical" extension of ASCC's two-year programs—to add at least a baccalaureate degree program in elementary education.

As earlier discussed, this choice appears to present a problem in accreditation as, under current rules, the addition of a baccalaureate degree program will move ASCC from its current jurisdiction under the Junior Commission of WASC to the Senior Commission, thus subjecting all of its current programs to the more demanding standards of the Senior Commission. Also as reported earlier, efforts are underway to attempt to accommodate such an arrangement given the special circumstances of ASCC and similar institutions. (The Northern Marianas College has filed a formal request to have the Senior Commission study this matter, and a special meeting is scheduled in Saipan in late November. The Senior Commission is aware that ASCC would also like to be similarly treated.)

Aside from the accreditation question, this option has the advantages of having the baccalaureate degree program sharing the same classrooms, learning center,

administrative support, and the ASCC faculty who are qualified to teach upper division courses. Indeed, the argument can be made that this in turn will strengthen the overall academic offerings of the community college, for the addition of an upper division program is reasonable only if the basic lower division programs are of such quality and breadth that they serve as a solid foundation for more specialized upper division education.

Questions may arise as to whether upper division students should pay a higher tuition and whether there should be a pay differential for faculty whose primary responsibilities are at the upper division level. (Different tuition rates for different levels of educational services are not uncommon; see Appendix D for the University of Hawaii example of different rates by campus, class level and professional program.)

Perhaps the most important question which must be kept foremost is whether such an arrangement will eventually erode the major functions of a community college—e.g., that it will become less accessible to many and less eager to serve the diverse needs of the community in other than degree programs. This question is currently being debated nationally, especially in states like Arizona and Florida, and staunch community college advocates are unequivocally opposed to this idea as they firmly believe that the “senior university syndrome” will detract from the important functions of the community colleges; they point out that the community colleges came into being

precisely because the senior colleges did not adequately serve the public in offering higher education services which are increasingly important in the modern world. If this option is adopted, ASCC should be ever mindful of its responsibilities as a community college.

Already mentioned as an additional need is a teacher education program for secondary teachers. This will require an expansion of offerings in content areas at ASCC. Furthermore, graduates of the TTTAP program are interested in working for master’s degrees—in education or in various content fields. ASCC should be at the forefront of planning for these opportunities, knowing full well that the development of a baccalaureate degree program in elementary education will take several years.

Option 4: Establishing a separate upper division college.

Partly to avoid the jurisdictional problems associated with accreditation and with the administration of two levels of degree programs, the establishment of a separate upper division only college may be considered. There are but few such units in the United States. An example in Hawaii is the University of Hawaii at West Oahu. Some of these colleges were initially established to accommodate the many potential transfers from the increasing number of community colleges. There is a tendency for these institutions to eventually evolve into four-year institutions; this has happened in Florida.

The advantage of this choice is that it resolves the jurisdictional problem in accreditation by neatly placing ASCC and the new upper division college under the Junior and Senior Commissions, respectively. The new college will seek accreditation under the Senior Commission procedures which will normally take six years to gain initial accreditation. (This period may also apply to the Option 3 arrangement.)

The disadvantage of this option is that it would probably be the mostly costly to initiate. It would be especially costly if a separate campus has to be constructed although, as in the case of the University of Hawaii at West Oahu, temporary facilities can be constructed on or near the ASCC campus so facilities such as the learning center and the cafeteria can be shared. The new college administration can be placed under the existing Board of Higher Education, but accreditation may require a "full-time chief executive officer" for the upper division college. Besides physical facilities, further financial demands will be made in the hiring of a qualified faculty and for supplementing the library holdings. Somewhat similar demands will be made under Option 3.

The above organizational alternatives, and perhaps others, should be carefully evaluated by the planning committee and recommendations made to the educational and political leaders in the Territory. Whatever options are selected, additional financial resources will be necessary and this presents a significant challenge. This and related matters are discussed in the next section.

C. Financial Resources

After an appropriate teacher education plan has been formulated and the desired approach is agreed upon, moneys to fund the program need to be raised. There is no question that additional financial resources will be necessary to expand teacher education opportunities in American Samoa. The fact that American Samoa's economic base is very limited and heavy dependence on U. S. federal grants will continue make it difficult to assume a steady and continuing stream of funding.

Adequate and stable funding is a common problem for most new programs, and thus the WASC Accrediting Commission reminds new institutions that they have the responsibility to demonstrate that they have an assurance of "financial and physical resources for a minimum of five years." As noted in the previous chapter, Eligibility Criterion 11 calls for: "An adequate financial base of funding commitments, with sufficient financial reserves, to assure future stability." (Underlining added.) These accreditation requirements call for substantial financial resources, and are the bane of many new institutions or programs. They properly call attention to the fact that quality programs need substantial funding.

It was earlier noted that Public Law 22-30 enacted in 1992 contains a provision which assures a basis for stable funding for ASCC. Unfortunately, this legal mandate has been largely ignored due to ASG's budgetary problems. ASCC must be assured some consistency in its

annual appropriations. Without such an assurance, it is difficult to even consider new programs.

Realizing the necessity of adequate funding, the planners should attempt to make realistic cost estimates of their desired approach and programs. Then, an inventory should be made of funds, both ASG and federal, which are now being expended for teacher training programs in American Samoa. This includes funds for the TTTAP and ASTEP programs. A previous recommendation by an accreditation team which visited ASCC in 1996 might be acted upon: "... that the college should make a concerted effort to acquire an appropriate share of federal funds coming to the territory to support vocational education and training."

Local funding sources appear to be very limited. While conditions may have somewhat changed, the findings reported in a 1983 dissertation entitled, "A Study of Resources for Local Finance of Public Education in American Samoa," may be instructive. It was written by Dr. Laloulu Tagoilelagi, who is now the Director of Education in American Samoa. He at that time observed: "Uniquely different from most states of the Union, American Samoa lacks resources, and no taxes are earmarked for financing public education. The Department of Interior and federal grants have provided about 86 percent of funds for financing public education in American Samoa." His study concluded with three recommendations: (1) that a study be made of "the problem of educational finance to determine when and to what extent local resources will be

needed;" (2) that a "public awareness" program be implemented "regarding the potential need for and the use of local resources for the finance of public education;" and (3) that consideration be given "to the primary use of the following local resources for financing public education: cigarette taxes, liquor taxes, corporate taxes, sales taxes, and increased income taxes." Local policy makers and economists may be queried as to the feasibility of earmarking certain Territorial taxes for public education.

Funds now being expended by the American Samoa Government to support or subsidize students in higher education, at home or abroad, should be evaluated for possible redistribution. If teacher education is recognized as a high priority, preference in scholarships and loans may be given to students who plan to become classroom teachers. It would not be unreasonable to request if not require students who receive governmental financial aid to serve for a minimum number of years in the schools in American Samoa.

If and when a desired teacher education program is decided upon, efforts should be made to seek special funds to finance at least portions of this program. The fact that such a program is greatly needed as clearly shown by the existing data on the public schools, and the additional fact that education is so important to the future social and economic development of the Territory should be clearly underscored. Based on the history of the American acquisition of American Samoa, planners should explore

the possibility that the United States government has a special obligation, such as it has toward Native Americans and Hawaiians, to fund special programs which directly contribute to the welfare of the American Samoans. Efforts should also be underway, if not yet undertaken, to scrutinize the many federal grants which may support portions of a proposed program; this would be in addition to the current federal funding sources.

This effort to expand teacher education in American Samoa is timely in that it coincides with the nation's effort to pay greater attention to teacher education. Of great significance is the current debate in the U.S. Congress, especially in the Senate, to give particular attention to the crucial necessity to support and improve teacher education in the United States. In its redrafting of the Higher Education Act, the Senate Committee on Labor and Human Resources has moved the teacher education provisions of the former Title V to a new and expanded Title II entitled "Improving Teacher Quality" with the following purposes in mind: "to improve student achievement, to improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities, and to hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content areas in which the teachers plan to teach—including training in the effective uses of technologies in the classroom." (U.S. Senate Committee Report 105-181, p. 101.)

The reasons for the U.S. Senate's strong interest in teacher education is in line with American Samoa's concern over teacher education and merit quoting at some length:

These (teacher education) issues are paramount due in large part to the fundamental role that teachers play in determining the quality of education in our Nation's classrooms. Without an investment in improving the quality of teacher preparation, the other investments we make in elementary and secondary education will fall short of expectations. (Ibid., p. 33, underlining added.)

The committee recognizes the key role that teachers play in making it possible for our students to achieve the standards required to assure both their own well-being and ability of our country to compete internationally. As such, the committee has spent considerable time shaping a proposal that incorporates into a comprehensive program the good ideas represented in the small programs now on the books, along with many other useful suggestions.

The bill takes a 2-pronged approach to helping assure that our Nation's elementary and secondary school teachers will be thoroughly prepared to offer the quality of instruction needed. This approach offers support at both the State level to promote systemwide reforms and at the local level to develop partnerships to enhance the quality of teacher training.

The committee feels strongly regarding the need to break away from the "business as usual" practices, to encourage partnerships

between institutions of higher education, elementary and secondary schools and business leaders, and to ensure that teachers are prepared to address the needs of students in today's classrooms. (Ibid., 25-26.)

Hopefully, the final 1998 version of the Higher Education Act will contain these teacher education provisions. (As this report was being completed, the 1998 revision of the Higher Education Act had not yet been enacted into law.) If and when teacher education proposals are enacted into law, American Samoa should be ready to submit funding proposals. Even if not enacted in the form reported above, it is heartening to know that the whole nation is being awakened to the crucial importance of, and wisdom of greater support for, teacher education.

Besides territorial and federal sources, financial assistance should also be sought from the private sector. The Barstow Foundation has given and continues to give significant support to education in American Samoa. Funding support should first be sought from firms which do business in the Territory. As private funding sources may be limited in the Territory, concerted efforts should be made to approach selected corporations and funding organizations outside the Territory, especially on the mainland United States. ASCC had earlier established an "ASCC Research Foundation" as a seeker of and depository for extramural funding. It is recommended that the name of such an agency be changed to simply the "ASCC Foundation" and renewed efforts be made

be made more effective if donors can be shown much needed and well-planned projects such as a proposed teacher education program.

It is noted that the U.S. Secretary of the Interior has recently formed the American Samoa Economic Advisory Commission to make recommendations to the President "on policies, actions and time frames necessary to achieve a secure and self-sustaining economy for American Samoa." This Commission should be made aware of the important role that education, and particularly teacher education at this time, can play in contributing to the economy of the Territory.

* * * * *

This report is intended to provide an understanding of the challenge, in its historical and contemporary contexts, and to assist in formulating plans to expand teacher education opportunities in American Samoa. A feasible and effective plan can only be designed by those who are directly affected by the plan and are authorized and willing to administer it. Thus it is recommended that a committee composed of ASCC, DOE, and other interested parties be assembled and charged with the following tasks:

- 1. To formulate the Academic Plan for Teacher Education which defines the goals, provides the content and methodology of the curriculum, and considers recruitment/admission of students.**
- 2. To document the needs in teacher education.**
- 3. To take an inventory of existing and required resources (faculty, classroom, library, educational technology, etc.) to support any proposed program.**
- 4. To decide on a given course of action or approach to expand teacher education opportunities.**
- 5. To estimate the costs of the program and to seek adequate and stable funding.**

APPENDIX:

- A. List of Interviews
- B. WASC Accreditation Eligibility Procedures
- C. Early Childhood Education Program at Hawaii Community College
- D. 1998-99 Tuition Schedule, University of Hawaii System
- E. Selected References

Appendix A: List of Interviews

IN AMERICAN SAMOA

Government of American Samoa

The Honorable Tauese Sunia, Governor

Fiasili Haleck, Director of Department of Youth and Women's Affairs

Roy Ausage, Assistant Director of Department of Youth and Women's Affairs

Barbara Ueligitone, Special Projects Coordinator, LBJ Tropical Medical Center

American Samoa Community College

Board of Higher Education Members

Falefatu Utu, Chairperson

Oreta Togafau, Vice Chairperson

Christine Kruse

Rev. Mila Maefau

Aso Maga

Imo Tiapula

Angeline Gaoteote, student member

Dr. Laloulu Tagoilelagi (interviewed separately as Director of Education)

Dr. Salu Hunkin, President

Dr. Seth Galea'i, Director of ASTEP and Acting Dean of Instruction

Adele Moaali'itele, Director of Institutional Advancement

Daniel Aga, Institutional Planner and Researcher

Dr. Ropeti Faafetai Lesa, Director of Research Foundation

Dr. Carol Whitaker, Director of Land Grant Program

Matelita Nive Atkins, Chief Financial Officer

Venasio Sele, Dean of Student Services

Fa'au'uga Achica, Director of Community Services

Moli Lemana, Director of Human Resources

Sia Taufu'a, Secretary to the Board of Higher Education

Irene T. Helsham, Health and Human Services and Chairperson of Curriculum Committee

Elisapeta, Fa'alafi, Chairperson of ELI Department and Vice Chairperson of Curriculum Committee

Tialuga Sunia Seloti, Chairperson of English Department

La'au Liufau, Chairperson of Math Department

Dr. Carl Farmer, Chairperson of Science Department

Si'ulagi Solomona, Chairperson of Social Sciences Department

Marianne Ring, English Department

Aveiao Sualoa, Assistant Librarian

Appendix A: List of Interviews

American Samoa Department of Education

Dr. Laloulu Tagoilelagi, Director of Education
Dr. Lui Tuitele, Deputy Director of Education
Tifa Aiumu, Program Director for Elementary Education
Juliette Tufa, Assistant Director for Secondary Education
Iakopo F. Taula'i, Certification Office (provided data)

University of Hawaii TTTAP Program

Dr. Peggy Haleck, Cohort Coordinator I
Carmen Pita, Cohort Coordinator II

IN HAWAII

University of Hawaii at Manoa

Dr. Randy Hitz, Dean of the College of Education
Dr. Anthony Picard, Professor of Education and Director of TTTAP Program
Melvin Spencer, Junior Specialist in Student Services and Advisor to TTTAP students
Lynn Inoshita, Evaluator of TTTAP Program
Dr. Victor Kobayashi, Interim Dean of Outreach College
Dr. Michael Hamnett, Director of Social Science Research Institute
Dr. Norman Okamura, Associate Specialist, Social Science Research Institute
Dr. Karen Peacock, Pacific Curator, Hamilton Library

Others

Jerry Norris, Executive Director, Pacific Basin Development Council
Dr. John Kofel, Executive Director, Pacific Resources for Education and Learning

MAINLAND UNITED STATES

Dr. Judy Wexler, Associate Executive Director, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges, Oakland, California (July 27, 1998)
Dr. Ralph Wolff, Executive Director, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges, Oakland, California (by correspondence)
Dr. James Wattenbarger, Distinguished Service Professor Emeritus, University of Florida, Gainesville, Florida, and Founding Director of the Florida Community Colleges (by correspondence)
Dr. Richard Jonsen, Executive Director, Western Interstate Commission on Higher Education, Boulder, Colorado (by correspondence)
James Sakai, Administrative Assistant to U. S. Senator Daniel Akaka, Washington, D.C. (by correspondence)

Appendix B: WASC Accreditation Eligibility Procedures

(from the Handbook on Accreditation,
WASC Senior Commission, Jan. 1988
with Supplement, July 1997)

PROCEDURES FOR ELIGIBILITY

DEFINITION Eligible postsecondary institutions located in the states of California and Hawaii, the territories of Guam and American Samoa, the Federated States of Micronesia, the Republic of Palau, and the Commonwealth of Northern Mariana Islands, and the Pacific Island Trust Territories, and offering one or more programs leading to a baccalaureate or higher degree may apply to the Commission for Candidacy or, in some circumstances, directly for initial accreditation. (Postsecondary institutions with programs beyond high school which do not culminate in a baccalaureate degree should apply to the Accrediting Commission for Community and Junior Colleges of WASC.)

Candidate for Accreditation status offers institutions the opportunity to establish an initial but formal and publicly recognized relationship with the Commission. It is a status designed for both new and established institutions.

Candidacy is an affiliation with the Commission which indicates that an institution has achieved initial recognition and is progressing towards accreditation. An institution with candidate status has a maximum period of six years to become accredited. This candidacy period enables an institution to organize its operations; establish sound policies, procedures, and management information systems; improve quality; and demonstrate compliance with Commission standards. Candidacy does not assure accreditation. If, after being approved for eligibility under these procedures, an institution believes it can qualify directly for initial accreditation, it should consult with Commission staff. Neither candidacy nor accreditation is retroactive.

THE ELIGIBILITY PROCESS Prior to making a formal application, an institution wishing candidacy must begin by assessing itself in relation to the basic criteria for institutional eligibility, stated below. The standards of accreditation and Commission policies should also be reviewed as they will provide a clear statement of ultimate Commission expectations of institutional performance and quality and give further definition to the eligibility criteria. The eligibility process is designed to screen institutions prior to a period of formal, and extensive, institutional self study, so that only institutions which meet the basic criteria for eligibility may proceed.

Appendix B: WASC Accreditation Eligibility Procedures

(from the Handbook on Accreditation,
WASC Senior Commission, Jan. 1988
with Supplement, July 1997)

The eligibility process consists of the following steps:

1. The institution determines its readiness by review of the eligibility criteria, Commission standards and policies. If there are questions concerning the interpretation of these criteria, a meeting with Commission staff can be arranged.
2. The institution submits an eligibility report responding to each of the eligibility criteria and the Summary Data Form (see page 192).
3. The Commission staff convenes an eligibility committee which reviews the documents submitted and meets with institutional representatives before determining eligibility. The committee files a report of its action and a review of the institution in relation to each of the criteria.
4. The institution proceeds to self study if the eligibility criteria are met; if they are not met, the institution may reapply when it can demonstrate that it has responded to the areas of concern identified by the committee.
5. An institution wishing to appeal an eligibility determination may do so by receiving the eligibility committee report. The requesting institution provides in writing to the Executive Director, within 30 days thereafter, a statement clearly setting forth the reasons the institution disagrees with the eligibility committee report. The institutional statement, along with the committee report, is presented to the Commission for its review and final determination. The formal Commission review and appeal process (see pages 164-67) does not apply to eligibility denials. The requesting institution pays an eligibility appeal processing fee (see Fees and Charges, pages 168-69).

The Commission accredits institutions, not programs. In so doing, therefore, it reviews structures, processes and resources, as well as the academic quality of those educational programs sponsored by the institution.

Where an institution provides programs not commonly offered by accredited institutions of higher education in the United States, it bears the burden of demonstrating that the subject matter offered is appropriate to higher education, academic in quality and rigor, and is able to be reviewed by peers from accredited institutions.

Appendix B: WASC Accreditation Eligibility Procedures

(from the Handbook on Accreditation,
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with Supplement, July 1997)

It is the purpose of the Commission to validate to the public the ongoing credibility of an institution of higher education. It is the responsibility of the institution to demonstrate it has the resources, organizational arrangements, academic standards and processes necessary to give assurance of continuous self-monitoring, as well as the continued stability of its purposes, programs, faculty and staff, and financial and physical resources for a minimum of five years. Unless an institution clearly exhibits such characteristics, the Commission is unable to express confidence in the institution through recognition as a Candidate for Accreditation or as an accredited institution.

ELIGIBILITY CRITERIA

The institution must have:

1. A charter and/or formal authority to award degrees from the appropriate governmental agency in the region and operate within its authority. Such authority must be obtained in each state or jurisdiction in which programs are offered. In California, 94310.3 approval by the California State Department of Education is required for each degree program.*
2. A formally adopted statement of institutional purposes demonstrating that the fundamental purposes of the institution are educational, appropriate to a degree-granting institution, and suited to the needs of the society it seeks to serve.
3. A governing board that operates as an independent policy-making body and includes representation reflecting the public interest. If a separate institutional governing board is not possible or appropriate, the Commission may approve alternative means by which this criterion may be met.
4. A chief executive officer whose full-time or major responsibility is to the institution, and sufficient administrative staff to conduct the affairs of the institution.
5. One or more educational programs leading to the baccalaureate degree or beyond; educational objectives for each program that are clearly defined and published, as well as appropriate to higher education in level, standards, and quality; and a clear statement of the means for achieving the stated educational objectives.

*Law schools in California, whether part of an institution or free-standing, are required to comply with the Policy on Law Schools in California, page 105.

Appendix B: WASC Accreditation Eligibility Procedures

(from the Handbook on Accreditation,
WASC Senior Commission, Jan. 1988
with Supplement, July 1997)

6. A coherent and substantial program of general education as either a prerequisite to or an essential element of the programs offered.

7. Faculty sufficient in terms of number, background, and experience to support the programs offered, including a core of faculty whose primary responsibility is to the institution. In addition, a clear statement of faculty responsibilities must exist.

8. Evidence of adequate learning resources to support the programs offered on or off campus. To supplement these resources beyond the core library of the institution, there may be specific long-term written arrangements for student access to readily available resources. The institution must also be able to demonstrate that library use is a fundamental part of all curricula.

9. Admissions policies and procedures consistent with the institution's stated objectives and appropriate to the degree level offered.

10. Evidence of basic planning for the development of the institution. Planning should identify and integrate plans for academic, personnel, library, and financial development, as well as procedures for program review and institutional improvement.

11. An adequate financial base of funding commitments, with sufficient financial reserves, to assure future stability. A copy of the current budget and the prior two years' audited financial statement, prepared by an outside certified public accountant who has no other relationship to the institution, must be submitted.

12. A published policy and procedure, in keeping with generally accepted practices, for refunding fees and charges to students who withdraw from enrollment. (For guidance, institutions should refer to the American Council on Education's "Policy Guidelines for the Refund of Student Charges.")

13. An accurate and current catalog or other comparable publication available to students and the public, setting forth purposes and objectives, entrance requirements and procedures, rules and regulations for conduct, programs and courses, degree completion requirements, full- and part-time faculty and degrees held, costs, and other items relative to attending the institution or withdrawing from it.

Appendix B: WASC Accreditation Eligibility Procedures

(from the Handbook on Accreditation,
WASC Senior Commission, Jan. 1988
with Supplement, July 1997)

REPORT OF ELIGIBILITY

If an institution has reviewed itself in relation to these criteria, has considered the standards of accreditation and Commission policies, and believes itself ready to proceed towards candidacy, it should apply for eligibility review by submitting the required eligibility application fee (see Fees and Charges, pages 168-69) and four copies of a report addressing each of the eligibility criteria, a completed Summary Data Form (see page 192), and four sets of other appropriate supporting documents, including planning studies, current catalog(s), current budget, the prior two years' audited financial statement and management letter, charter or articles of incorporation, bylaws of the governing board, proof of state authority to grant diplomas or degrees, vitae of full-time or core faculty, and sample course syllabi.

The institution will be notified of the composition of the eligibility committee and the date the committee will meet. The chief executive officer will be invited to appear before the committee. In some circumstances, the committee will meet at the institution. In addition to the application fee, the institution will be responsible for all travel expenses incurred by the eligibility committee.

Should a reapplication be necessary, there will be an additional fee (see Fees and Charges, pages 168-69).

REPRESENTA- TION OF STATUS

No statement should be made about possible future accreditation status or qualification not yet conferred by the Commission. Statements like the following are not permissible: "(Name of Institution) has applied for eligibility or candidacy with the Western Association of Schools and Colleges"; or "It is anticipated that eligibility or candidacy will be granted in the near future."

**Appendix D: 1998-99 Tuition Schedule,
University of Hawaii**

University of Hawai'i Tuition

**■ Full-Time Tuition Schedule (12 credits)
Per Semester, All Campuses**

	Academic Years*					
	1997-98 ¹		1998-99 ²		1999-00 ²	
	Res	Non-Res	Res	Non-Res	Res	Non-Res
UH MĀNOA						
Undergraduate	1416	4656	1464	4704	1512	4752
Graduate	1896	4860	1956	4920	2016	4980
Law ³	2640 / 3504	6720	2904/3852/4008	7056	4260	7416
Medicine	5292	12,144	5412	12,264	5532	12,384
UH HILO						
Lower Division	636	3444	672	3480	708	3516
Upper Division	1068	3852	1104	3888	1140	3924
Graduate			1956	4920	2016	4980
UH WEST O'AHU	876	3444	912	3480	948	3516
UH COMMUNITY COLLEGES	468	2856	492	2880	516	2904

Approved by Board of Regents, 2/20/98

NOTES:¹Except as noted for Law, previously approved by Board of Regents, February 16, 1996.

²Except as noted for Law, approved by Board of Regents, February 20, 1998.

³Law rates for all three years previously approved by Board of Regents, January 23, 1997.

*Unless a special tuition schedule applies, regular day tuition applies to any credit course offered throughout the year for which a General Fund appropriation is authorized.

OVPPP: 12/17/97; updated 06/17/98

Appendix E: Selected References

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