Teacher Education Department (Closing the Loop) Curriculum Proposed Changes for 2010-2012 Course Catalogue

Compiled by the Teacher Education Department (Spring 2010)

TED "The Dialogue Continues"

What data does TED have?	Where does TED want to go?	How does TED get there?
-Courses Offered -Course Syllabi -Rubric Summaries -Assessments Instruments -Quarterly Reports -Fact Book -Institutional Strategic Plan -Department Minutes -TED Assessment Plan -Student Enrollment -Faculty Evaluation -Teaching Strategies	Ia: Solidify our Two-Year Program 2a: Attain Accreditation for the Four-Year Program	Ia: Analyze SLO data to determine Curriculum effectiveness: a. Review and analyze TED curriculum framework; b. Establish assessment instruments to assess PLOs; c. Department Analyzes & Reviews PLO data and provides recommendations for improvement; d. Revisit CLO assessment instruments; e. Continue the process of "closing the loop" at both Course and Program levels. f. Track student success rates (Transferability and Job Placements) 2a: Continue to review WASC-AAJC & WASC-AASC requirements.

Mission Statement:

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

Proposed Revisions to TED Mission Statement

The American Samoa Community College Teacher Education Department provides quality preparatory courses teacher education for pre- and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan History, Language and Culture. In addition, The Teacher Education Department prepares and conducts emphasizes pre-service and in-service teacher preparation in the fundamental theories to pedagogical practices, methods and research that will improve the quality of standard-based teaching as an instrument that reflects best teaching and learning practices. standard and quality of teaching and learning.

Revised TED Mission Statement

(pending approval)

The American Samoa Community College Teacher Education Department provides preparatory courses for pre- and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture. In addition, Teacher Education Department emphasizes fundamental theories to pedagogical practices, methods and research that will improve the quality of standard-based teaching as an instrument that reflects best teaching and learning practices.

Community Advisory Council

- Dr. Lina Galeai Scanlan (Chairperson)
- Mrs. Milaneta Tinitali, ASDOE-ECE Director
- Mrs. Esther Ili, ASDOE-Teacher Quality
- Mrs. Donna Gurr, ASDOE- Assistant DCI Director
- Father Viane Etuale, Superintendent for Catholic Schools
- Mr. Robert Soliai, ASDOE- Assessment

Provides feedback and recommendations to improve Teacher Educational Curriculum.



TED Program Learning Outcomes

Current Program Learning Outcomes:

- Recognize and understand that education begins at home;
- 2. Identify the important role effective teachers play in students' future;
- Understand basic knowledge about cultural differences to motivate student learning and enhance the learning environment;
- 4. Perform and analyze management styles that promote student learning;
- 5. Demonstrate knowledge of students applying critical thinking and problem solving skills;

Continuation....

- 6. Value importance of quality and equitable education for all students, including those with special needs and language barriers;
- 7. Value technology and recognize how it is a tool to stimulate instruction and student learning;
- 8. Value the use and integration of fine arts into curriculum and instruction;
- Identify children's developmental needs and provide appropriate teaching materials and strategies;
- 10. Promote children's questioning, exploring skills in order to develop life skills.

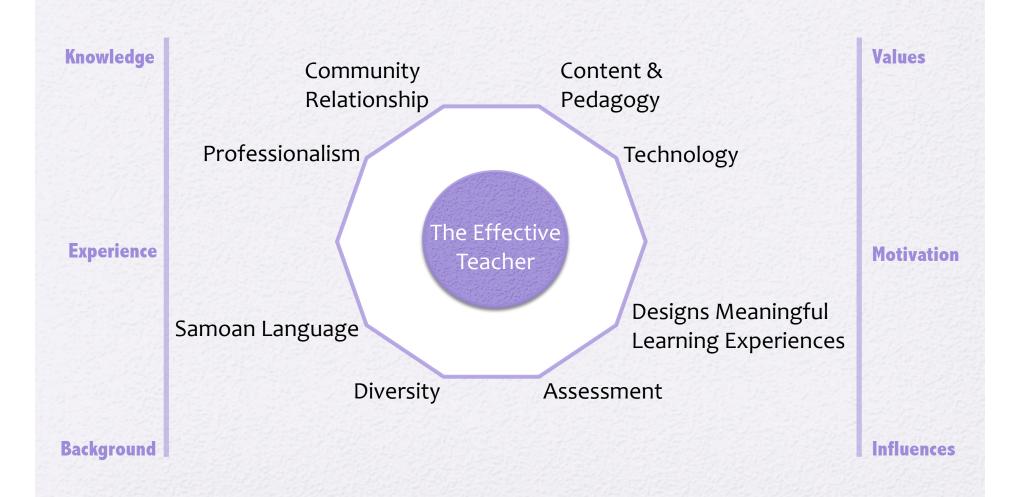
Analyzing Program Learning Outcomes:

- 1. Recognize and understand that education begins at home; (Designs Meaningful Learning Experiences)
- Identify the important role effective teachers play in students' future; (Content & Pedagogy/Designs Meaningful Learning Experiences/ Diversity)
- 3. Understand basic knowledge about cultural differences to motivate student learning and enhance the learning environment; (Diversity/ Samoan Language & Culture/Community Relationships)
- 4. Perform and analyze management styles that promote student learning; (Content & Pedagogy/Assessment)
- 5. Demonstrate knowledge of students applying critical thinking and problem solving skills; (Content & Pedagogy/Assessment)

Continuation....

- 6. Value importance of quality and equitable education for all students, including those with special needs and language barriers; (Diversity/ Designs Meaningful Learning Experiences/Professionalism/Community Relationships)
- 7. Value technology and recognize how it is a tool to stimulate instruction and student learning; (Content & Pedagogy/ Technology/Assessment)
- 8. Value the use and integration of fine arts into curriculum and instruction; (Content & Pedagogy)
- 9. Identify children's developmental needs and provide appropriate teaching materials and strategies; (Content & Pedagogy/Diversity)
- 10. Promote children's questioning, exploring skills in order to develop life skills. (Content & Pedagogy/Assessment/Designs Meaningful Learning Experiences)

Conceptual Framework



Proposed Program Outcomes

Program Learning Outcome 1:

• <u>Competence in Content and Pedagogy</u>- The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and creates learning experiences that make aspects of the subject matter meaningful for students.

Program Learning Outcome 2:

• <u>Competence in the Samoan Language, History and Culture</u>- The teacher is competent and skillful in utilizing the Samoan Language, History, and Culture as a responsive teaching foundation to enhance learning.

Program Learning Outcome 3:

• <u>Competence in Technology</u>- The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

Program Learning Outcome 4:

• <u>Competence in Student Diversity-</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Proposed Program Outcomes

Program Learning Outcome 5:

 <u>Designs and provides meaningful learning experiences</u>-The teacher consistently plans and implements meaningful learning experiences for students.

Program Learning Outcome 6:

• <u>Competence in Assessment</u>-The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Program Learning Outcome 7:

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

Program Learning Outcome 8:

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

PLO-1: Competence in Content & Pedagogy

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Demonstrates knowledge of content of the central concepts of his or her discipline.	D-1: Applies curriculum to students' real life experiences.	P-1: Uses interdisciplinary approaches to teaching and learning.
K-2: Uses explanations and representations that link curriculum to prior learning.	D-2: Engages students in interpreting ideas from a variety of perspectives.	P-2: Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
	D-3: Uses methods of inquiry that are central to the discipline.	

PLO-2: Competence in Samoan Language

and Culture

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Demonstrates competence in the Samoan Language as a teaching skill and tool.	D-1: Demonstrates knowledge of the Samoan Language, History and Culture curriculum skills to actively assist students in transferring skills to learning English.	P-1: Shows evidence of honoring and maintaining Samoan Language and Culture in the classroom and non-curricular activities.
K-2: Uses knowledge of the Samoan Language, History and Culture to connect prior learning with curriculum concepts.		P-2: Uses the Samoan Language skills to communicate, develop and maintain a positive working relationship with parents and the community to effectuate student learning.

PLO-3: Competence in Technology

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Applies technology to the delivery of standard-based instruction.	D-1: Uses technology to increase student achievement.	P-1: Instructs students in basic technology skills.
K-2: Uses technology to manage and communicate information.	D-2: Applies technology to datadriven assessments of learning.	P-2: Instructs students in the ethics of technology.

PLO-4: Competence in Student Diversity

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Selects approaches that provide opportunities for different performance modes.	D-1: Accesses appropriate services or resources to meet exceptional learning needs when needed.	P-1: Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
K-2: Designs instruction for students, stages of development, learning styles, strengths and needs.	D-2: Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication, and response modes.)	P-2: Creates a learning community that respects individual differences.
ntad February 26, 2010		

PLO-5: Designs Meaningful Learning

Experiences

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Plans collaboratively and cooperatively with the instructor and mentor teacher.	D-1: Plans appropriately according to age level and grade assigned standards.	P-1: Implements instruction in a logical sequence.
K-2: Submits assignments in a timely manner for the instructor and mentor teacher for review.	D-2: Prepares learning materials, activities and classroom arrangements in advance to implementation and demonstrates short and long range lesson planning.	P-2: Anticipates problems and adjusts instruction based on learner needs and evidences creativity in teaching.
	D-3: Uses a variety of materials and learning activities.	

PLO-6: Competence in Assessment

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Selects, constructs and uses assessment strategies appropriate to learning outcomes.	D-1: Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.	P-1: Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
K-2: Uses a variety of formal and informal strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs and to encourage them to set personal goals for learning.		P-2: Solicits information about students' experiences, learning behavior, needs, and progress for parents, other colleagues, and students.

PLO-7: Competence in School &

Community Relationships

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Participates in collegial activities designed to make the entire school a productive learning environment.	D-1: Links with counselors, teachers, peers and activities within the school, professionals in community agencies, and others in the community to support students learning and well being.	P-1: Seeks to establish cooperative partnerships with parents/guardians to support student learning.
		P-2: Advocates for the students.

PLO-8: Competence in Professional

Development

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Uses classroom observations and information about students, and researches sources for evaluating outcomes of teaching and learning as a basis for experimenting with reflecting on and revising teaching practices.	D-1: Consults with professional colleagues within the school and other professional arenas as support for reflection, problems solving, and new ideas, actively sharing experiences, and seeking and giving feedback.	P-1: Maintains scheduled hours for teaching.
K-2: uses professional literature, colleagues and other resources to support self-development as a learner and teacher.	D-2: Submits evidence of continuing professional development.	P-2: Consults mentor teacher in a timely manner during co-planning and issues concerning attendance.
	D-3: Maintains a Professional Portfolio.	P-3: Consistently meets deadlines for course work and appointments.
	D-4: Participates actively and responsibly in school activities.	P-4: Demonstrates fairness, honesty and respect for individuals.
		P-5: Exhibits self confidence.
		P-6: Demonstrates commitment to the teaching profession.
		P-7: Displays appropriate professional appearance.

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ED 257/257P: Teaching Language Arts		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Unit Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume
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	Р																				
	K							20.0			27.0			1					Krift.	1000	
Technology	D		√-1	7.5				√-1		2000	√-1		√-1			10.00					
	Р							7 16	100												
School & Community	K			766	Her I													Tar.			
Relationships	D								√-1												
	P	1/201	/ 1 2						3/1/2	4000		100	16-25		11/2						
Professionalism	K		√-1,2				200		/ 1		-1462		/ 1								
FIUICSSIUIIAIISIII	D	9.07.0		5/10	124	17.54	2671		√-1	0.000			√-1		75.0			1000			
	Р					A. C. Carlon															

	Beginning							197	Devel	oping		1/1/2	Proficient									
ED 280: Bilingual Education		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Unit Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume	
	К	-975		9/18		4-70	15%	55.		√-1,2			513		-27	47.00	3/1/	944	35	100		
Content & Pedagogy	D		419		6.35	11/1	1119		11.50	744	√-1.2		√-1,2			3-17		1,2,3	691	27/1		
	Р	933	13:11	-53			730	100		7 21			270		500	100				92		
	К			54	32.2	130	16.5		1/2							7/2		300	100			
Samoan Language & Culture	D		193				1160			200	2/3	11/19	17.7	Start.			√-1			100		
	Р			5390	100	7 14			1200	1756	0.5	9		940		Sect			910	100		
Student Diversity	K									12.5									776			
	D									√-2	√-1,2		√-1,2	100								
	P					1110		100	211				1				1.00	200				
Meaningful Learning	K D		- ,,,,,,,,,							87175	√-2						2					
Experiences	Р					177		755			V-Z								3177			
	K	200		53%	119		15-7	1,4		- //	7.5		0000		150		3137	225	7,53	TEST.		
Assessment	D	445	55-6		- 20	150	1723	276		700	104		√-1	H. 1889	5,447	1554	√-1	√-1	146	49		
	Р	953	47.74		100	111		14.57	1963			44	112.3	-13/	795	Sept. C			170	AVE		
	К	145	400	183	19/12	Circle	1-7	50	770		3.97	1954				HO	1/11	440	279	men	9	
Technology	D	14 16	4		XI F	1990	7035	3///		√-1	√-1		√-1	466		14,30		3/11	9 60	7/36		
	Р	7			72				1777		1,417	1014		4.16				15 7		1,-7		
Cahaal & Camanaita	К	277	1215				7.0291		16.									14.00		11/4		
School & Community Relationships	D			7385	1231	6838	1913	AL N.		-17	4.15	475	4-12	137			711	1/21/	683	19.912		
	Р	177					7,23 %	1100		2070	2			1633		135				12,243		
	K				1997		141	0.74			27/7/		1979	April 1					27.15	1418		
Professionalism	D		77,30	4101		4000	- 112				-	15/15				353	777.6		2000			
	P	17-16-1		450	177-166	1-12			17/4/					865.34	47.46			2172	12.15			

ED 285/285P: Teaching Samoan Language and Culture		113	The state of	Begii	nning	1 5		100	103	Devel	oping		100	6-1	E II	Dig.	Profi	cient		414	
		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Integrated Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume
Content & Pedagogy	К	-275		413		459	1879		1			977	58				9/13			10%	
	D		411/4		19		7/2	4	1111	1-1		100		100	-	3-11		11.5	99	1	
	P	G-12/5	13.71				739	100		1 60			270		5-121	100				930	le by
Samoan Language & Culture	K				22	1500			12/2							372					
	D			√-1			1160	400		200	1/3	√-1	1997	160		100	2	3.17		110	(11/2)
	Р			4,270		714			115	47.57	1.154	199				Sept	44				
	K		7-1			1111		100		1257						17-1			130	17-11	150
Student Diversity	D						-	200						4/65	20	249	√-1			4	2514
	Р		-127			14/16			2115	500	735	-	14-17	747	45				27/10	550	7
Meaningful Learning	K			21/15								-27	54521		46						
Experiences	D	1 100			7.412	1									19 100	√-2					
	Р				7/15	24.00		27.0	11/1				+84						4264	27	
	K		100			130			1			417				√-1			1779		
Assessment	D																				
	Р					18.66			√-1	11111						√-1			APPLICATION OF		
Tankanlan	K							200											Korr I	1000	
Technology	D							70/6	√-1	2000			37	7.7				23			
	P							7.15	11/1	2000						, ,					
School & Community	K		5.3	111111	1757						No. of the	, , , , ,			19-14-5	√-1	1111	175			3,57
Relationships	D		1.7.		2-271			1.7						100	11-27			63-27			
	P	1/251		1.00		1200		7	3177	100 mm / 100	Cara Cara		76.25		1111	100	320				
Professionalism	K	-3,5	4-17				F 7,58	7.33			2146.2	Garage Co			123	√-2					
i i oressionalism	D	5,75					1.457		77.13						75.7	V-2		100			
The state of the s	P			1000	11-11	hickory.				120-11			U 1-1/17	DESCRIPTION	11/4/11/3			100	10000		

Degree Requirements

 Degree Requirements and Certificate Requirements: "No Changes"