American Samoa Community College

Presents
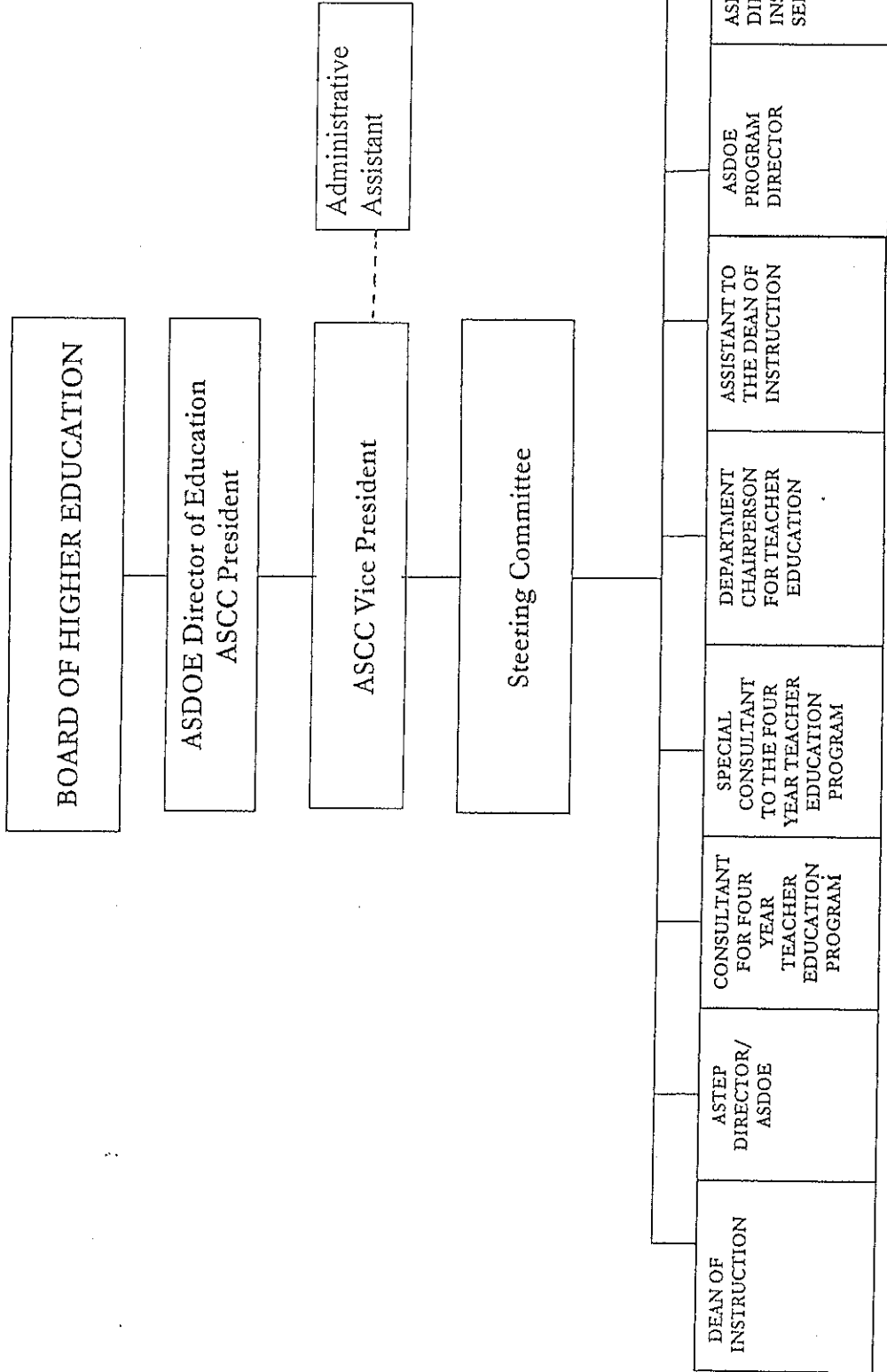
THE

AMERICAN SAMOA
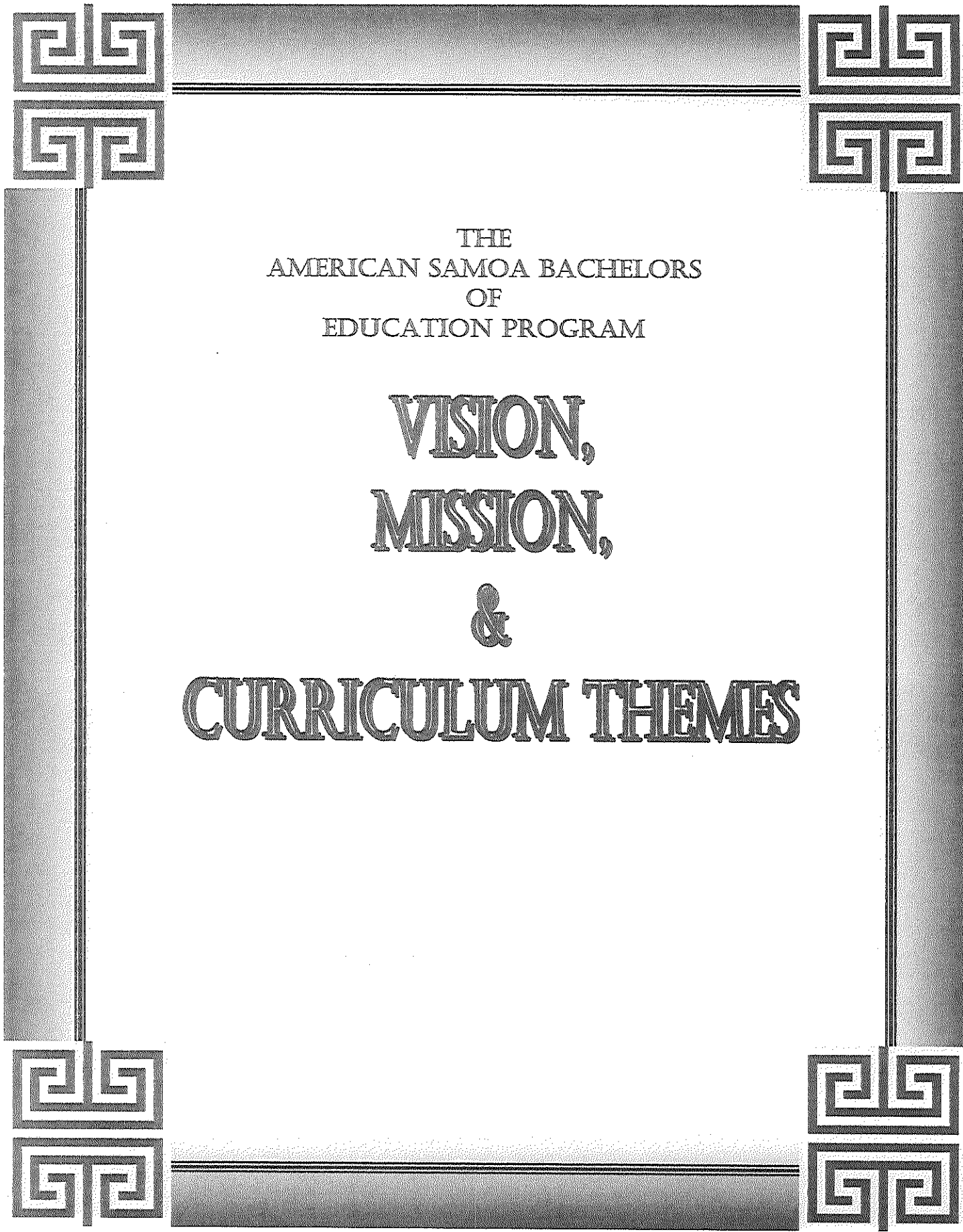
BACHELORS

OF

EDUCATION PROGRAM

THE
AMERICAN SAMOA BACHELORS
OF
EDUCATION PROGRAM

ORGANIZATIONAL
CHART

# ORGANIZATIONAL PLANNING STRUCTURE FOR AMERICAN SAMOA BACHELORS' IN EDUCATION PROGRAM

- BOARD OF HIGHER EDUCATION
- ASDOE Director of Education / ASCC President
- ASCC Vice President
  - Administrative Assistant
- Steering Committee

- DEAN OF INSTRUCTION
- ASTEP DIRECTOR/ ASDOE
- CONSULTANT FOR FOUR YEAR TEACHER EDUCATION PROGRAM
- SPECIAL CONSULTANT TO THE FOUR YEAR TEACHER EDUCATION PROGRAM
- DEPARTMENT CHAIRPERSON FOR TEACHER EDUCATION
- ASSISTANT TO THE DEAN OF INSTRUCTION
- ASDOE PROGRAM DIRECTOR
- ASDOE DEPUTY DIRECTOR FOR INSTRUCTIONAL SERVICES
- SPECIAL ASSISTANT TO THE DIRECTOR FOR RESEARCH & PLANNING

THE
AMERICAN SAMOA BACHELORS
OF
EDUCATION PROGRAM

VISION,
MISSION,
&
CURRICULUM THEMES

The American Samoa Bachelors of Education Program

VISION
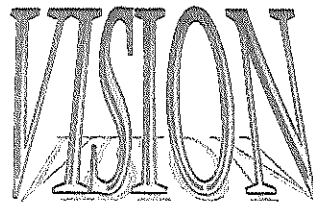
The American Samoa Bachelors of Education Program exists to meet the diverse educational needs and improve education in American Samoa. It provides a quality undergraduate program for pre-service and in-service teachers to become credentialed certified and professional educators.

The American Samoa Bachelors of Education Program assumes a leadership role in providing access to innovative, research-based, and culturally responsive pedagogy and educational practices contributing to the academic and professional growth of all students. It also takes a leadership role in the advancement of the American Samoa society and the diverse humanity in the Pacific Region.

The American Samoa Bachelors of Education Program

MISSION

The mission of the American Samoa Bachelors in Education Program is to meet the professional development needs of pre-service and in-service teachers enabling them to effectively teach in American Samoa and within the context of the global demands of the 21st century.

The program aims to:

- prepare and provide ongoing professional development of Early Childhood Education and Elementary Education teachers at the undergraduate level;
- apply knowledge in education that is research based, innovative and appropriate for the American Samoa society;
- provide service for and support to the local and regional education communities.

Program graduates will be competent in:

1. teaching content area and the fundamental principles, theories and methodologies in elementary (k-8) education;
2. the traditional and transitional perspectives of the Samoan culture/language and their implication in teaching and learning;
3. the current technology and the application of technology.

The American Samoa Bachelors of Education Program

MAJOR CURRICULUM THEMES

Several themes resonate throughout the proposed curriculum. These themes provide the guidance and structure for self-reflective dialogue and evaluation of overall program effectiveness.

1. Respecting diversity through a curriculum that is culturally appropriate and contextually relevant,
2. A focus on enhancing student learning through the use of technology,
3. A strong field-based component that provides opportunities for prospective teachers to apply gained knowledge in realistic settings,
4. A focus on content-standards, literacy and research based instruction.

ASCC BACHELORS OF EDUCATION PROGRAM DEGREE PLAN
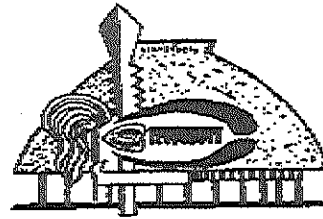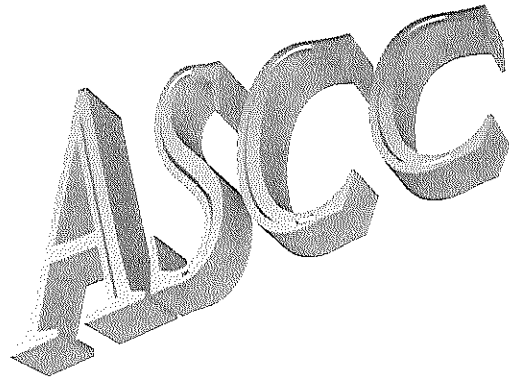
"SAILI LE ATAMAI"

American Samoa Community College Bachelors of Education Program Degree Plan

I. General Education Requirements

A. Language and Literature (all required)   12 credits

ENG 150 Introduction to Literature   (3)
ENG 151 Freshman Composition   (3)
ENG 250 Survey of Literature   (3)
ENG 251 Sophomore Composition   (3)

B. History   9 credits

HIS 150 American History I   (3)
       and
HIS 151 American History II   (3)
       OR
HIS 170 World Civilization I   (3)
       and
HIS 171 World Civilization II   (3)

HIS 160 Samoan History   (3)

C. Science   8 credits

        BIO 150 Intro to Biological Science and Lab (4)
        BIO 155 Ecology and Lab   (4)
        CHM 150 Chemistry I and Lab   (4)
        PHSCI 150 Physical Science and Lab   (4)
        MSC 150 Intro to Oceanography and Lab   (4)
        MSC 170 Marine Biology and Lab   (4)

D. Mathematics   7 credits

        MAT 150 Survey of Mathematics   (3)
        MAT 155 Vocational Technical Math   (3)
        MAT 250 College Algebra & Trigonometry   (4)
        MAT 260 Introduction to Statistics   (3)
        MAT 280 Calculus   (5)

E. Social Science (all required)   10 credits

        PSY 150 Introduction to Psychology   (3)
        PSY 250 Human Growth & Development   (4)
        ED 280 Introduction to Bilingual Education (3)

F. Arts and Humanities (all required)   13 credits

        SPH 153 Introduction to Speech   (3)
        ART 150 Art History Survey   (3)
        MUS 160 Music Literature   (3)
        SAM 151 Freshman Samoan and Lab   (4)

G. General Electives   6 credits

Qualifying courses must be numbered 150 or above and, from two separate disciplines of study.

H. Physical Education   1 credit

I. Computer Science   1 credit

II.   Professional Education Course Requirements

    A. Core Education Courses (all required)   12 credits

        ED 300 Foundations of Education   (3)
        ED 301 Educational Psychology   (3)
        ED 305 Foundations of Curriculum
                & Instructions   (3)
        ED 340 Educational Technology   (3)

    B. Related Content Emphasis (all required)   12 credits

        ED 319 Children's Literature   (3)
        ED 325 Principles of Child Development:
                The Samoan Child   (3)
        ED 380 Intro to Multicultural Education   (3)
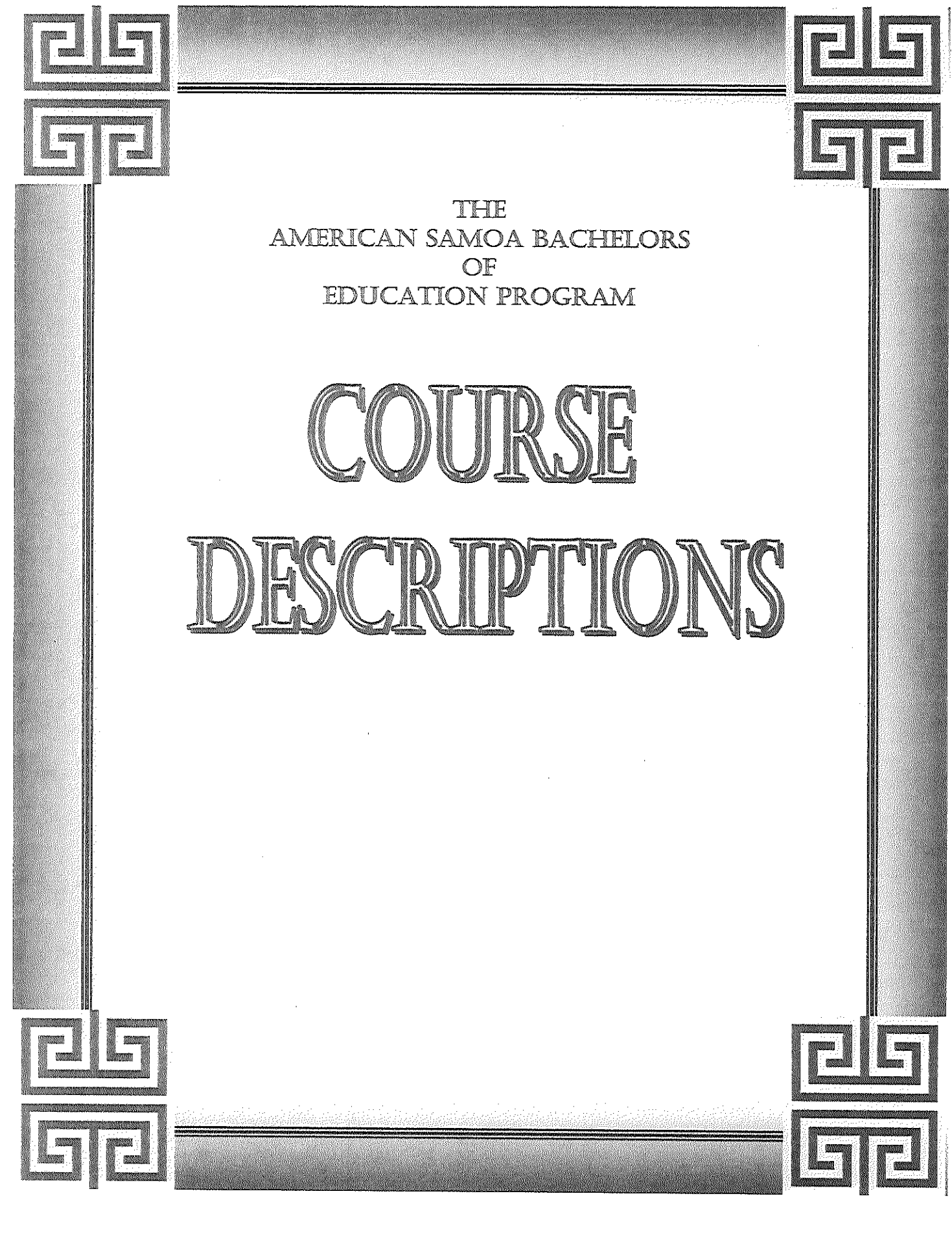   ED 420 Test and Measurement   (3)

    C. Content and Methodology (all required)   28 credits

        ED 312 Teaching Language Arts in
                Elementary Ed.   (4)
        ED 330 Elementary Mathematics Methods (4)
        ED 335 Elementary Science Methods   (4)
        ED 350 Elementary Health &
                Physicals Science   (4)
        ED 410 Elementary Social Studies Methods (4)
        ED 435 Elementary Integrated Arts
                Methods   (4)
        ED 440 Elementary Samoan Language
                Methods   (4)

    D. Field Work (all required)   12 credits
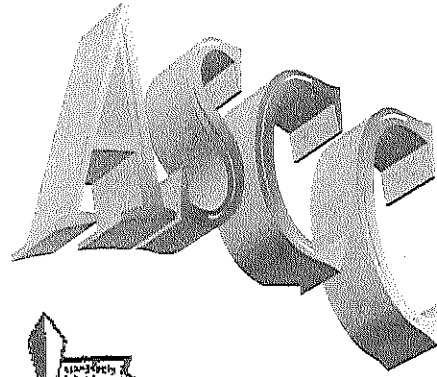
        ED 490 Student Teaching Seminar   (2)
        ED 491 Student Teaching Practicum   (10)

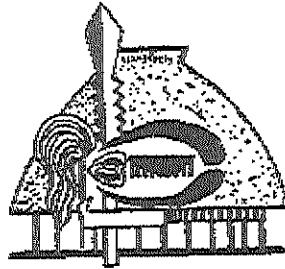**Total Credits for Bachelor of Arts in Education Program**   **131 credits**

THE
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COURSE
DESCRIPTIONS

COURSE DESCRIPTIONS

This course is designed to introduce students to a research-based theoretical framework for the schooling of language minority students. In addition, this course will examine the underpinnings of primary language development, second language acquisition, and the relationship of both to normal school achievement. The course will explore instructional methods and techniques recommended for language minority students.

This course is an Introduction to the Foundation of Education in both the United States of America and American Samoa. Pertinent issues that are related to the historical and philosophical backgrounds of education, the nature of schools and its teaching profession, will be stressed.

Educational Psychology is a required course for all education majors. This course presents an analysis of the complex factors involved in learning, individual differences, motivation for learning, the psychology of leadership, and socio-cultural factors as they affect education of children and youth.

This course examines and exemplifies the relevant knowledge, skills and personal attributes of an effective teacher. Specific attention will focus on the organization of curriculum, instructional design and assessing student learning.

A continuation of ED 257-Teaching Language Arts to Elementary Teachers I. Examination of the relevant issues of language, culture and methodology for teachers of ESL students. Consideration of language acquisition theories, linguistic approach to teaching languages, language politics and classroom application of language arts methodologies.

This course surveys the field of children's Literature. Emphasizing the reading and examination of all types of Children's Literature, audio-visual, and communication technology generated materials. It presents a study of the history and development of children literature. This course will examine its value to the communicative process, and defines criteria for the selection and utilization of books and instructional related materials suited to the needs and tastes of elementary school children, including exceptional children.

Principles of Child Development and the Samoan Child is a required course for education majors. This course presents the basic principles of how children develop and learn in the first eight (8) years of life. Decades of research, theory and practice, and knowledge of age-related development regarding about how children learn their abilities, characteristics, and need for support, will be covered in this course. In addition, knowledge of how the Samoan child is reared in the cultural context will be explored. Teachers will observe and participate in scheduled experiences to acquire and understand the basic principles of child development. The Samoan child will be the focus of discussions, observations, and experiences planned for this course.

ED 330 uses readings, case studies, instructional technology, and a school-based practicum to educate pre service and in service teachers about K-8 mathematics curriculum and pedagogy. The course seeks to help students develop an understanding and appreciation of mathematics and technology education, and the ability to help children acquire knowledge, attitudes, and skills essential to math and technology literacy. This course has as its focus the methods and materials for teaching elementary school mathematics. The purpose of the course is to help pre-service students become confident in their ability to do mathematics so that they can do the same for their future students. Emphasized are the content of elementary mathematics, and the methods and materials useful to teach it.

ED 335 uses readings, case studies, instructional technology, and a school-based practicum to educate pre service and in service teachers about K-8 science curriculum and pedagogy. The course seeds to help students develop an understanding and appreciation of science and technology education, and the ability to help children acquire knowledge, attitudes, and skills essential to science and technology literacy.

This course reviews information and communication technologies and how they are used in education. Course reviews and provides hands on experiences with educational technologies; including, but not limited to, computer systems and peripherals, computer operation systems, and application software (word processing, spreadsheets, presentation software, graphics software, and others); Internet resources and issues; video technologies; video teleconferencing and broadcast systems; on-line course managements systems; and, testing systems. The course also reviews the national and local goals, standards, and issues in the use of educational technologies for students, teachers, and administrators. Finally, course covers instructional design and the development of course materials using educational technologies.

This Physical and Health Education methods course will first identify the basic motor skills by examining current research on physical fitness and concurrence with the National Standards. The course will engage the teacher and students to demonstrate physical activities that are appropriate for the growing child. In addition, this course will tie together a holistic approach of covering life's pertinent health issues. Teachers will discuss health behaviors with students in an attempt to help students create a pre-intervention of a healthy life. Teachers will strengthen their teaching skills by warming up, playing with, supervising, demonstrating, and motivating students to a holistically healthy life style.

The increasing racial, ethnic and language diversity within American Samoa and the US presents both challenges and opportunities. To respond effectively, teachers and administrators need to have a grasp of the concepts, principles, theories, and practices in multicultural education. They need to examine and clarify their own racial and ethnic attitudes and develop the pedagogical knowledge and skills needed to work effectively with students from diverse cultural, racial, and ethnic, language and social-class groups. This course is designed to introduce pre-service and

practicing educators to the major concepts, principles, theories and practices of multicultural education.

This is a required content/methods course for pre-service and in-service social studies elementary teachers focusing on: 1) Purpose of the Social Studies Program for K-8 students; 2) Organizational Framework of the program per grade level; 3) Knowledge and information on personal and public issues; 4) Thinking, communicating, and working with others to contribute to American Samoa and society abroad.

This course examines the basic knowledge on the use of measurements and evaluation in the educational process. Primary focus will be given to the theoretical foundations of test and measurement development and its practical application in the construction and evaluation of tests.

A required content course for pre-professional and in-service elementary education teachers focusing on : 1) Utilizing creative dramatics and theatre as the medium for integrating the visual and performing arts in K-8 subjects such as science, history, language arts, mathematics and geography; 2) Demonstrating creative teaching and learning strategies from music, art, dance, and theatre to motivate students and to enhance their study of school subjects; 3) Developing lesson plans and their effective application for integrating the arts in field settings. This course includes a practicum.

This course reviews theories of language acquisition introduced in ED 257 and ED 312. Similarities and differences between literature-based and language-based curricula are surveyed with special focus on the teaching of Samoan at K-12 applying the whole language approach to the Samoan Language teaching. The prescribed English

language arts texts used as references are adapted to the teaching of Samoan.

THE
AMERICAN SAMOA BACHELORS
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EDUCATION PROGRAM

COURSE GUIDES

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: Education Department   Instructor: Laura Laolagi, Ielino Esau, Sal
                                                      Poloai, and Michael Leau
Course Alpha/Number: ED240   Course Title: Instructional Technologies
Check One: X   New Course Proposal _____ Course Revision

Total Credits: 4 Lecture X   Laboratory X   Maximum Class Size: 25

Catalog Course Description
This course reviews information and communication technologies and how they are used
in education. Course reviews and provides hands on experiences with educational
technologies; including, but not limited to, computer systems and peripherals, computer
operating systems, and application software (word processing, spreadsheets, presentation
software, graphics software, and others); Internet resources and issues; video
technologies; video teleconferencing and broadcast systems; on-line course management
systems; and, testing systems. The course also reviews the national and local goals,
standards, and issues in the use of educational technologies for students, teachers, and
administrators. Finally, course covers instructional design and the development of course
materials using educational technologies.

Rational
ED 240 is important for the following reasons. First, educational technologies are
important tools in education. Students that seek to enter the teaching profession must be
competent in the use of these technologies since the tools can help the teacher in
instruction and course management. Second, a basic knowledge and competency in
information and communication technologies in education is essential to be able to
effectively use technology in education. Third, there are national and American Samoa
standards for the integration of educational technology in education and all teachers must
understand these standards in their respective areas of instruction. Finally, there are
many issues with the use of educational technology that must be understood. The
aspiring teacher must understand these issues for pedagogical and administrative reasons.

Pre-requisite(s)
Demonstration of Competencies CSC 151 or permission of Instructor

Textbook(s) / Reference book(s)	**Special supplies / Equipment**
Integrating Educational Technology into Teaching. Prentice Hall. ISBN: 0130423	

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

_____   _____
Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Students will be able to comprehend, interpret, and evaluate modern information

      and communication technologies and how they are used in education;

1.2   Students will be able to use the PC computer, describe how the computer works,

      describe all the major component parts, perform basic system maintenance,

      organize files, load software, and manage basic system security;

1.3   Students will be able to use the computer to access information resources on the

      network; participate in chat communications; and, transmit, receive, and organize

      electronic mail and mail attachments;

1.4   Students will be proficient in the use of application software in education,

      electronic mail, Internet surfing, word processing, presentation software, graphics

      software, electronic spreadsheets, image cameras, video teleconferencing, video

      and video streaming capture, and the like;

1.5   Students will be able to apply ET in education (e.g. word processing to prepare

      plans, electronic spreadsheet to prepare grades, presentation software for lectures,

      exchanging information and data among application software);

1.6   Students will be able to identify and discuss specific learning objectives for students in different grade levels based on national and American Samoa standards;

1.7   Students will be able to discuss the issues in the use of educational technologies, including, but not limited to, cost, security, viruses, access, Internet pornography, and the like;

1.8   Students will be able to use creatively apply educational technologies to enhance student learning.

Topical course Outline

Course Outline:

1.0   Educational Technology-Evolution in Progress

    1.1   Assessment of student readiness

    1.2   Needs Assessment

2.0   Planning and Implementation for Effective Technology Integration

3.0   Learning Theories and Integration Models

4.0   Using ICT Technologies in Teaching and Learning

    4.1   Email

    4.1   Internet

    4.2   Web-based courses

    4.3   Web-based learning resources

    4.4   Word processing

    4.5   Spreadsheets

    4.6   Database

    4.7   PowerPoint Presentation

4.8   Statistics

5.0   National and American Samoa Standards in Educational Technologies

      5.1   American Samoa Standards

      5.2   NETS

      5.3   ISTE

6.0   The American Samoa Educational Technology Plan

      6.1   Student

      6.2   Teachers

      6.3   Administrators

      6.4   Infrastructure

      6.5   No Child Left Behind Act, 2002

7.0   Instructional Design/ Lesson Plan with Educational Technologies

      7.1   Course, Unit, and Instructional Design/ Lesson Planning

      7.2   Structure of Instructional Design/Lesson Plans

      7.3   Resources for Instructional Design/Lesson Planning

      7.4   Developing course objects or links

      7.5   Practice

8.0   Linking to Learn: Using Technology to Connect People and Resources

9.0   Emerging Technologies – Present Directions, Future Visions

      9.1   Technology in Language Arts and Foreign Language Instruction

      9.2   Technology in Science and Mathematics Instructional Integration

      9.3   Technology in Social Science Instructional Integration

      9.4   Technology in Science Instructional Integration

      9.5   Technology in Music and Art Instructional Integration

9.6 Technology in Exceptional Student Educational Integration

9.7 Multicultural Technology (???)

10.0 Presentation of Instructional Design/Lesson Plans

11.0 Ethical issues

Evaluation Methods

Student Participation	05%
Basic Competencies	35%
Web Page Development	10%
Basic Competency Test	10%
Lesson Plan (10)	30%
Student Learning Portfolio	10%

AMERICAN SAMOA COMMUNITY COLLEGE
COURSE APPROVAL FORM

Department: _Education Department_   Instructor: ___Roy Fua___

Course Alpha/Number _ED 257_ Course Title: _Language Arts for Elementary_
School Teachers

Check One: _X_ New Course Proposal ____ Course Revision

Total Credits _3_   Lecture _X_ ASCC Course Approval Form

                         _3_ Laboratory ____ Maximum Class Size _25_

Catalog Course Description
This course stresses an understanding of the phases of language arts development, especially in areas of reading and writing and particularly the multilingual and multicultural classroom. It includes the selection and use of educational approaches in the training process. The course is designed for students majoring in elementary and early childhood education as well as for teachers wishing to upgrade their professional skills.

Rational
The purpose of this course is to introduce students to techniques for presenting and teaching language arts in early childhood education. Emphasis is placed on the integration of language arts and emergent literacy, with special emphasis on the needs of the multicultural and multilingual classroom.

The primary objective of this course is to provide an introductory study of language development and developmentally appropriate language activities in the classroom. This course offers methods and activities for classroom use for current and prospective preschool and elementary teachers.

Pre-requisite(s)
ENG. 150.

Textbook(s) / Reference book(s)	Special supplies / Equipment
Ross, Elinor P. & Betty D. Roe. 1998. An Introduction to Teaching the Language Arts. Orlando Florida: Holt, Rinehart and Winston, Inc. Readability Level: Grade 11.	

Approval of Textbook	Approval for Supplies / Equipment
_____	_____
Department Chairperson	Department Chairperson
_____	_____
Curriculum Committee	Curriculum Committee
_____	_____
Dean of Instruction	Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.0   Describe and explain the foundation of language arts;

2.0   Explain the interrelationships among language arts;

3.0   Describe the integrated language arts programs;

4.0   List and explain the components of language;

5.0   List and explain the different types of vocabularies;

6.0   Identify the importance of oral language functions;

7.0   Describe the concept and process of listening;

8.0   Describe the characteristics of speech;

9.0   Discuss the different forms of creative drama and related activities;

10.0   Explain emerging literacy in relation to reading;

11.0   Identify and discuss developmentally appropriate books for young children;

12.0   Identify and demonstrate examples of the stages of writing;

13.0   Explain the development of spelling in children.

Topical course Outline

1.0   Course Outline

1.0 ₌   Foundation of Language Arts
        1.1 The language arts: An introduction
        1.2 The four language arts
                1.2.1 Listening
                1.2.2 Speaking
                1.2.3 Reading
                1.2.4 Writing
        1.3   Interrelationships among the language arts
                1.3.1 Commonalities in all language arts
                1.3.2 Listening and speaking
                1.3.3 Listening and reading
                1.3.4 Speaking and writing
                1.3.5 Reading and writing

2.0   Language, Thinking, and Learning
        2.1   Understanding language
        2.2   Components of language
                2.2.1 Phonology
                2.2.2 Morphology
                2.2.3 Semantics
                2.2.4 Syntax
        2.3   Nonverbal communication
        2.4   Relating thinking to language
        2.5   Integrating thinking skills with language arts
        2.6   Learning styles
                2.6.1 Cognitive
                2.6.2 Effective
                2.6.3 Physiological

3.0   Vocabularies
        3.1   Types of vocabularies
        3.2   Concept development and word meanings
                3.2.1 Listening vocabulary
                3.2.2 Speaking vocabulary
                3.2.3 Reading vocabulary
                3.2.4 Writing vocabulary
        3.3   Special types of vocabulary terms
                3.3.1   Synonyms

3.3.2 Antonyms

3.3.3 Multiple-meaning words

4.0 The Concept of Listening
    4.1 Type of listening
        4.1.1 Listening process
        4.1.2 Listening for comprehension
        4.1.3 Listening for analysis
        4.1.4 Listening for appreciation
        4.1.5 Listening materials, activities, and centers

5.0 Oral Expression
    5.1 Oral language functions
    5.2 Characteristics of speech
    5.3 Speech activities
        5.3.1 Show-and-tell
        5.3.2 Oral reports and demonstrations
        5.3.3 Debates
        5.3.4 Other informational presentations

6.0 Creative Drama
    6.1 Definition, philosophy, and value
    6.2 Application of creative dramatics to language arts
        6.2.1 Oral expression and vocabulary
        6.2.2 Thinking skills
        6.2.3 Children's literature
        6.2.4 Values of creative drama in the language arts

7.0 Reading
    7.1 Emergent literacy
    7.2 Word recognition
        7.2.1 Sight words
        7.2.2 Phonics
        7.2.3 Structural analysis
        7.2.4 Context
        7.2.5 Dictionary
    7.3 Reading instruction and materials
    7.4 Basal reader approach
    7.5 Language experience approach
    7.6 Literature-based materials, approaches, and programs
        7.6.1 Predictable books
        7.6.2 Shared big books
        7.6.3 Individualized reading program
        7.6.4 Sustained silent reading

7.6.5 Other literature-based programs

8.0 Literature
    8.1 Techniques for using literature with children
    8.2 Telling or reading books, stories, and poems
    8.3 Books browsing
    8.4 Lessons of literacy elements
    8.5 Planned follow-up activities
    8.6 Choosing materials for literature program

9.0 Written Composition - The Process
    9.1 Instructional focuses
        9.1.1 Emphasis on communications
        9.1.2 Time for writing
        9.1.3 Encouragement of risk taking in writing
        9.1.4 Teacher modeling
    9.2 Stages of writing
        9.2.1 Prewriting
        9.2.2 Writing a draft
        9.2.3 Revision
    9.3 Different types of writing
        9.3.1 Creative writing
        9.3.2 Writing motivations
        9.3.3 Writing stories
        9.3.4 Writing poetry

10.0 The Tools of Language Arts
    10.1 Prerequisite for handwriting instruction
        10.1.1 Developmental level
        10.1.2 Skill in motor coordination
        10.1.3 Awareness of letter formation
        10.2 Spelling, usage, and mechanics
            10.2.1 Importance of spelling
            10.2.2 Development of spelling in children
            10.2.3 Reasons for spelling difficulties
            10.2.4 Choosing appropriate spelling words

Evaluation Methods

90 to 100	A	Attendance/Participation	30%
80 to 89	B	Classroom Projects	30%
70 to 79	C	Reaction Papers	30%
60 to 69	D	Projects on Time	10%
50 to 59	F		

Course Syllabus

Department:	Teacher Education
Instructor:	Dr. Vena Sele
Dept. Chairperson:	Tupua Roy Fua
Course Alpha & Section:	ED 257
Course Title:	Teaching Language Arts to Elementary Teachers I
Course Pre Requisite:	ENG 150, Instructor's Permission

Textbook:

1) Principle of Language Learning, by Benson; University of the South Pacific, Fiji

2) Words, Words, Words. - Teaching Vocabulary in Grades 4-12, by Janet Allen; Stenhouse Publishers, Portland, Maine 1999.

Course Description:

This course stresses an understanding of the language arts development especially in the areas of reading and writing and particularly in the bilingual and bicultural classroom. It includes the selection and use of education approaches in the training process... (Check definition in catalog p. 132)

Learning Outcomes: (Student Competencies)

Upon Successful completion of this course, students will be able to:

1. Describe and explain the theories of Language Acquisition.
2. Explain the interrelationships among language skills.
3. List strategies in language learning.
4. Define various components of Language.
5. Identify importance of oral language.
6. Describe process of listening.
7. Identify mechanics of oral production.
8. Use language games to teach critical thinking.
9. Use some drama to teach language.
10. Develop methods to assess reading level.

Course Requirements:

Attendance: The course meets 2 hours daily. Students will be allowed three absences; and any absence after that will be up to the discretion of the instructor. Three tardies make up one absence.

Other Requirements:

1. Students need to turn in a teaching philosophy paper.
2. Students must have daily logs (Journal) which are collected weekly.
3. A mid-term exam is given (one test during semester)
4. Every student needs to prepare a mini lesson to teach in class based on language contents.

Grading: Students will be evaluated under these categories:

Attendance & Participation	10%	100-96 = A
Journal	20%	95-90 = A-
Test	30%	89-86 = B+
Micro Lesson	40%	85-80 = B
		79-76 = B-
		75-70 = C+
		69-60 = C-

ED 257 Practicum:

Your 1 credit for practicum will be part of your class work. You will be assigned a topic for your micro lesson that will be conducted in the classroom.

Weekly Unit/ Concept Schedule:

Week 1	Aug. 23-27:	Introduction of Course; Distribution of Syllabus, Explanation of Course.
Week 2	Aug. 30-Sept. 3:	Foundation of Language Arts. Discuss Phonology of Language.
Week 3	Sept. 6-10:	Discuss Morphology of Language.
Week 4	Sept. 13-17:	Discuss Syntax and Semantics.
Week 5	Sept. 20-24:	Non-verbal Communication/ Thinking and Language.

Week 6   Sept. 27-Oct. 01:   Learning Styles <u>Cognitive</u>/ <u>Affective</u> and <u>Psychomotor.</u>
Types of sentences:
- Imperative
- Declarative
- Interrogative
- Exclamatory

Week 7   Oct. 4-8:   (Unit on kinds of sentence purposes continues).

Week 8   Oct. 11-15:   Vocabulary Study/ Reading
                              - Comprehension
                              - Restatement
                              - Inferences/ Conclusion
                              - Detecting Sequence
                              - Following Directions

Week 9   Oct. 18-22:   Oral Language Functions-
                              Characteristics of Speech

Week 10   Oct. 25-29:   The Concept of Listening-
                              Types of Listening

Week 11   Nov. 1-5:   Creative Dramatics
                              Children Literature and Language Art

Week 12   Nov. 8-12:   Reading/ Specific Skills

Week 13   Nov. 15-19:   Literature- Storytelling

Week 14:   Nov. 22-26:   Review for Exam

Week 15:   Dec. 3rd Final Projects < Exams

AMERICAN SAMOA COMMUNITY COLLEGE
COURSE APPROVAL FORM

Department: Education Department _____ Instructor: _____
Course Alpha/Number ED257P _ Course Title: Observation \ Participation
Check One: _X_ New Course Proposal ____ Course Revision
Total Credits _1_ Lecture ___ Laboratory _x_ Maximum Class Size _25_

Catalog Course Description
This course stresses an understanding of the phases of language arts development, especially in areas of reading and writing and particularly the multilingual and multicultural classroom. It includes the selection and use of educational approaches in the training process. The course is designed for students majoring in elementary and early childhood education as well as for teachers wishing to upgrade their professional skills.

Rational
The purpose of this course is to introduce students to techniques for presenting and teaching language arts in early childhood education. Emphasis is placed on the integration of language arts and emergent literacy, with special emphasis on the needs of the multicultural and multilingual classroom.
The primary objective of this course is to provide an introductory study of language development and developmentally appropriate language activities in the classroom. This course offers methods and activities for classroom use for current and prospective preschool and elementary teachers.

Pre-requisite(s)
ENG. 150.

Textbook(s) / Reference book(s)   Special supplies / Equipment
Ross, Elinor P. & Betty D. Roe. 1998.
An Introduction to Teaching the Language Arts.
Orlando Florida: Holt, Rinehart and Winston,
Inc. Readability Level: Grade 11.

Approval of Textbook   Approval for Supplies / Equipment

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

_____   _____
Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.0   Describe and explain the foundation of language arts;

2.0   Explain the interrelationships among language arts;

3.0   Describe the integrated language arts programs;

4.0   List and explain the components of language;

5.0   List and explain the different types of vocabularies;

6.0   Identify the importance of oral language functions;

7.0   Describe the concept and process of listening;

8.0   Describe the characteristics of speech;

9.0   Discuss the different forms of creative drama and related activities;

10.0   Explain emerging literacy in relation to reading;

11.0   Identify and discuss developmentally appropriate books for young children;

12.0   Identify and demonstrate examples of the stages of writing;

13.0   Explain the development of spelling in children.

Topical course Outline

1.0 Course Outline

1.0 Foundation of Language Arts
    1.1 The language arts: An introduction
    1.2 The four language arts
        1.2.1 Listening
        1.2.2 Speaking
        1.2.3 Reading
        1.2.4 Writing
    1.3 Interrelationships among the language arts
        1.3.1 Commonalities in all language arts
        1.3.2 Listening and speaking
        1.3.3 Listening and reading
        1.3.4 Speaking and writing
        1.3.5 Reading and writing

2.0 Language, Thinking, and Learning
    2.1 Understanding language
    2.2 Components of language
        2.2.1 Phonology
        2.2.2 Morphology
        2.2.3 Semantics
        2.2.4 Syntax
    2.3 Nonverbal communication
    2.4 Relating thinking to language
    2.5 Integrating thinking skills with language arts
    2.6 Learning styles
        2.6.1 Cognitive
        2.6.2 Effective
        2.6.3 Physiological

3.0 Vocabularies
    3.1 Types of vocabularies
    3.2 Concept development and word meanings
        3.2.1 Listening vocabulary
        3.2.2 Speaking vocabulary
        3.2.3 Reading vocabulary
        3.2.4 Writing vocabulary
    3.3 Special types of vocabulary terms
        3.3.1 Synonyms
        3.3.2 Antonyms
        3.3.3 Multiple-meaning words

4.0   The Concept of Listening
    4.1   Type of listening
        4.1.1 Listening process
        4.1.2 Listening for comprehension
        4.1.3 Listening for analysis
        4.1.4 Listening for appreciation
        4.1.5 Listening materials, activities, and centers

5.0   Oral Expression
    5.1 Oral language functions
    5.2 Characteristics of speech
    5.3 Speech activities
        5.3.1 Show-and-tell
        5.3.2 Oral reports and demonstrations
        5.3.3 Debates
        5.3.4 Other informational presentations

6.0   Creative Drama
    6.1 Definition, philosophy, and value
    6.2 Application of creative dramatics to language arts
        6.2.1 Oral expression and vocabulary
        6.2.2 Thinking skills
        6.2.3 Children's literature
        6.2.4 Values of creative drama in the language arts

7.0   Reading
    7.1   Emergent literacy
    7.2   Word recognition
        7.2.1 Sight words
        7.2.2 Phonics
        7.2.3 Structural analysis
        7.2.4 Context
        7.2.5 Dictionary
    7.3   Reading instruction and materials
    7.4   Basal reader approach
    7.5   Language experience approach
    7.6   Literature-based materials, approaches, and programs
        7.6.1 Predictable books
        7.6.2 Shared big books
        7.6.3 Individualized reading program
        7.6.4 Sustained silent reading
        7.6.5 Other literature-based programs

8.0   Literature

8.1   Techniques for using literature with children
8.2   Telling or reading books, stories, and poems
8.3   Books browsing
8.4   Lessons of literacy elements
8.5   Planned follow-up activities
8.6   Choosing materials for literature program

9.0   Written Composition - The Process
    9.1   Instructional focuses
        9.1.1 Emphasis on communications
        9.1.2 Time for writing
        9.1.3 Encouragement of risk taking in writing
        9.1.4 Teacher modeling
    9.2   Stages of writing
        9.2.1 Prewriting
        9.2.2 Writing a draft
        9.2.3 Revision
    9.3   Different types of writing
        9.3.1 Creative writing
        9.3.2 Writing motivations
        9.3.3 Writing stories
        9.3.4 Writing poetry

10.0   The Tools of Language Arts
    10.1   Prerequisite for handwriting instruction
        10.1.1 Developmental level
        10.1.2 Skill in motor coordination
        10.1.3 Awareness of letter formation
        10.2 Spelling, usage, and mechanics
            10.2.1 Importance of spelling
            10.2.2 Development of spelling in children
            10.2.3 Reasons for spelling difficulties
            10.2.4 Choosing appropriate spelling words

Evaluation Methods

90 to 100	A	Attendance/Participation	30%
80 to 89	B	Classroom Projects	30%
70 to 79	C	Reaction Papers	30%
60 to 69	D	Projects on Time	10%
50 to 59	F		

American Samoa Community College
Education Department
ED 257 Practicum

Course Syllabus for Practicum

Department: Teacher Education
Instructor: Dr. Vena Sele
Dept. Chairperson: Tupua Roy Fua
Course Alpha & Section: ED 257
Course Title: Teaching Language Arts to Elementary Teachers I
Course Pre Requisite: ENG 150, Instructor's Permission

Course Objectives: At the end of the practicum period, the student:

1) accepts the purpose of observing classrooms.

2) has had contact with the school environment, and observed the teacher in action.

3) has familiarized himself/herself with location of school materials.

4) identifies the teacher's communication skills with students.

5) gives an oral evaluation of the practicum experience.

Course Requirements:

1. Student schedules a 30 hour observation period within our lab school or any other elementary school. If the student has decided on the lab school, he/she will be signing in and out from the main office under the watchful eyes of the office staff.

2. Two visits per semester by the instructor to check with the classroom teacher on the progress and attendance of student.

Other Requirements:

Students will write a reaction paper about their practicum.

Please schedule your practicum dates with me before commencing.

AMERICAN SAMOA COMMUNITY COLLEGE
COURSE APPROVAL FORM

Department: Education Department   Instructor: _____

Course Alpha/Number __ED 260__ Course Title: Development in Early Childhood Education

Check One: _X_ New Course Proposal   ___ Course Revision

Total Credits _3_   Lecture _x_ Laboratory ___ Maximum Class Size 25

Catalog Course Description
This course is designed to acquaint students with the relationship between theory and practice in early childhood education in order to increase competency of early childhood education in the classroom. This course will focus in on the child's cognitive, social, emotional, and physical needs and will provide the novice teacher with the appropriate strategies and knowledge for effective teaching in the pre through third grade classroom.

Rationale
The purpose of this course is to acquaint the student with important theories related to the education of the child during the early childhood years, being sensitive to the growing child and to give students the opportunity to practice appropriate educational techniques within an early childhood classroom. Need is demonstrated by request from Head Start, Private Preschool and DOE Personnel Training for courses that meet the education needs of Early Childhood Education in American Samoa. This course is a prerequisite to a B.A. Degree in Early Childhood Education.

Pre-requisite(s)
ENG. 150.

Textbook(s) / Reference book(s)
Skills for Preschool Teachers, Janice J. Beaty; Sixth edition, 1997. MacMillian Publishing Company. ISBN # 0-02-307680-1 (Readability Level: 12)
The Creative Curriculum, Diane T. Dodge; Sixth Edition, 1991; Published by Teaching Strategies Inc. ISBN: 0-9602892-24. (Readability 12 grade)

Special Supplies / Equipment
Computer and required software internet, chalk, xeroxed materials, TV/VCR, poster paper, and markers, masking tape, folders

Approval of Textbook   Approval for Supplies / Equipment

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

_____   _____
Dean of Instruction   Dean of Instruction

Course Objectives In Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.0   Beginning to Teach

1.1   Set up and arrange an early childhood classroom so that children will become self-directed in their learning;

1.2   Determine children's physical development needs and provide appropriate materials and activities;

1.3   Identify equipment and activities to promote large and small motor skills in and out of the classroom;

1.4   Promote children's questioning, exploring, and problem-solving skills in order to develop their thinking ability;

1.5   Assist children in developing such concepts as shape, color, size, classification, serration, number;

1.6   Recognize that cognition is expanded and increased through the integration of all subject areas into the curriculum;

1.7   Promote children's verbal skills to help them communicate their thoughts and feelings;

1.8   Provide material and activities to promote language development;

1.9   Use books and stories with children to motivate listening and speaking;

1.10   Promote children's creativity through playful expression and freedom of activity;

1.11   Arrange a variety of art material for children to explore on their own;

Topical Course Outline

1.12   Promote children's creativity through music and movement.

Course Outline:

1.0   Establishing A Learning Environment

    1.1   Child development and creative learning environments

    1.2   Creating interest centers

    1.3   Selecting and organizing materials

    1.4   Shaping the messages in your environment

    1.5   Planning your daily routine and schedules

2.0   Advancing Physical And Motor Development

    2.1   Child development and physical development

    2.2   Gross and fine motor development

    2.3   Environments that promote physical development

    2.4   Physical development and positive self-concepts

3.0   Advancing Cognition And Learning In Young Children

    3.1   Child development and cognitive development

    3.2   Helping children learn to make sense of the world

    3.3   Promoting thinking skills

    3.4   Environments that promote cognitive development

    3.5   Helping children learn to solve problems

    3.6   Activities that promote cognitive development

4.0   Advancing Language And Communication Skills

    4.1   Knowledge of child development to promote communication

    4.2   Understanding how children learn to communicate

    4.3   Helping children develop communication skills

    4.4   Selecting and using books with children

    4.5   Preparing children for reading and writing

5.0   Advancing Creative Skills In Young Children

    5.1   Knowledge of child development to promote creativity

    5.2   Setting the stage for creativity

    5.3   Creative products and value judgments

    5.4   Music and movement experiences

    5.5   Art experiences

Evaluation Methods

90 to 100	A	Attendance/Participation	20%
80 to 89	B	Mid-term	20%
70 to 79	C	Final	20%
60 to 69	D	Reaction Papers	20%
50 to 59	F	Portfolios	20%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: Education Department _____ Instructor: _____

Course Alpha/Number __ED 260P___ Course Title: Observation and Participation

Check One: _X_ New Course Proposal ___ Course Revision
Total Credits _1_   Lecture __Laboratory _X_ Maximum Class Size _25_

Catalog Course Description
ED 260P Observation and Participation will provide the student the opportunity to observe model teachers, to gain an understanding of the requirements and demands of the classroom teacher, and to reflect upon and observe the content significance of ED 260 Development in Early Childhood Education.

Pre-requisite(s)
ENG. 150.

Textbook(s) / Reference book(s)

Special Supplies / Equipment
Computer and required software internet, chalk, xeroxed materials, TV/VCR, poster paper and markers, masking tape, folders.

Approval of Textbook

Approval for Supplies / Equipment

_____
Department Chairperson

_____
Department Chairperson

_____
Curriculum Committee

_____
Curriculum Committee

_____
Dean of Instruction

_____
Dean of Instruction

Course Objectives In Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.0 Beginning to Teach

1.1 Set up and arrange an early childhood classroom so that children will become self-directed in their learning;

1.2 Determine children's physical developmental needs and provide appropriate material and activities;

1.3 Identify equipment and activities to promote large and small motor skills in and out of the classroom;

1.4 Promote children's questioning, exploring, and problem-solving skills in order to develop their thinking ability;

1.5 Assist children in developing such concepts as shape, color, size, classification, serration, number;

1.6 Recognize that cognition is expanded and increased through the integration of all subject areas into the curriculum;

1.7 Promote children's verbal skills to help them communicate their thoughts and feelings;

1.8 Provide materials and activities to promote language development;

1.9 Use books and stories with children to motivate listening and speaking;

1.10 Promote children's creativity through playful expression and freedom of activity;

1.11 Arrange a variety of art materials for children to explore on their own;

Topical Course Outline

1.12   Promote children's creativity through music and movement.

Course Outline:

1.0   Establishing A Learning Environment

    1.1   Child development and creative learning environments

    1.2   Creating interest centers

    1.3   Selecting and organizing materials

    1.4   Shaping the messages in your environment

    1.5   Planning your daily routines and schedules

2.0   Advancing Physical And Motor Development

    2.1   Child development and physical development

    2.2   Gross and fine motor development

    2.3   Environments that promote physical development

    2.4   Physical development and positive self-concepts

3.0   Advancing Cognition And Learning In Young Children

    3.1   Child development and cognitive development

    3.2   Helping children learn to make sense of the world

    3.3   Promoting thinking skills

    3.4   Environments that promote cognitive development

    3.5   Helping children learn to solve problems

    3.6   Activities that promote cognitive development

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: <u>Dr. Salu Hunkin</u>

Course Alpha/Number: <u>ED 280</u> Course Title: <u>Introduction to Bilingual Education</u>
Check One: ____ New Course Proposal ____ Course Revision

Total Credits: __3__ Lecture: __X__ Laboratory _____ Maximum Class Size: __25__

Catalog Course Description
This course is designed to introduce students to a research-based theoretical framework
for the schooling of language minority students. In addition, this course will examine the
underpinnings of primary language development, second language acquisition, and the
relationship of both to normal school achievement. The course will explore instructional
methods and techniques recommended for language minority students.

Rational
The very nature of American Samoa's political status requires all its citizens to be
bilingual and bicultural in order to survive with dignity and prosperity. Educators in
Samoa are charged with the challenging task to educate students to become proficient in
two languages and competent in two cultures. Introduction to Bilingual Education is a
must for teachers as well as students living in Samoa. It is the pre-requisite course to
Introduction to Multicultural Education.

Pre-requisite(s)
English 150 & 151

Textbook(s) / Reference book(s)   **Special supplies / Equipment**
Schooling and Language Minority Students:
A Theoretical Framework. EDUC, CSU-LA.
1986. Los Angeles, CA.

The Invisible Culture-Communication in
Classrooms and Community on the Warm
Springs Indian Reservation. 1993. Waveland
Press, Inc. Ill.

Bilingual Education-Theories and Issues.
Christina B. Paulston. 1980. Newbury House
Publishers, Inc.

The Journal of Education Issues of Language
Minority Students. 1994. Boise State University.

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

_____   _____
Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Describe the historical and educational development of Bilingual Education in the

       U.S. and in American Samoa;

1.2   Define the different types of Bilingual Education models and identify the model

       Samoa has used over the years;

1.3   Discuss the role of L1 in promoting education success of language minority

       students particularly with Samoan students;

1.4   Describe L2 Acquisition theory and relate this research to data collected from

       class survey of peers in the college;

1.5   Identify appropriate strategies for implementing bilingual education in the

       classroom, particularly the appropriate strategies for Samoan students;

1.6   Explain L1 and L2 attitudes of peers in the College and analyze the implications

       of survey findings to the next generation of Samoan students.

Topical course Outline

Course Outline:

1.0   Historical and Educational Development of Bilingual Education

        1.1   Early Language Schools in the US

        1.2   Period of Nationalism during WWI

        1.3   Melting Pot View

        1.4   Civil Rights Movement of the 60's

        1.5   Bilingual Education Act of 1975

        1.6   Recommendations from Dr. Agnes Niyekawa to Mere Betham (1973)

        1.7   American Samoa's Bilingual Program (1975-1984)

2.0   Bilingual Education Program Models

        2.1   Total Immersion Model

        2.2   Transitional Model

        2.3   Maintenance Model

        2.4   Sink or Swim Model

        2.5   Samoa's Language Policy

3.0   Primary Language Development and its role in Cognitive Development

        3.1   Universal Language development stages

        3.2   The role of the instructional language and cognitive development

        3.3   The Samoan Language and its role in the school system

4.0   Second Language Acquisition Theories

      4.1   Acquisition-Learning Hypothesis

      4.2   The Natural Order Hypothesis

      4.3   The Monitor Hypothesis

      4.4   The Input Hypothesis

      4.5   The Affective Filter Hypothesis

      4.6   The Samoan Model and the Hypothesis behind it

5.0   Teaching Strategies for the Bilingual Classroom

      5.1   Using the Primary Language in the Classroom

      5.2   Strengthening the Primary Language in the Home for Support

      5.3   Meaningful "Comprehensible Input" Strategy

      5.4   Alternate (direct) Approach

      5.5   Determine the Bilingual Teaching Strategies Select Teachers Use

6.0   Bilingual Education Paradigms

      6.1   The Functional or "Equilibrium" Paradigm

      6.2   The Conflict Paradigm in Bilingual Education

      6.3   Structural-Functionalist Theory

      6.4   Prevailing Bilingual Education Paradigm in Samoa

7.0   The L1 and L2 Attitudes of Peers Re Bilingualism

      7.1   The Development of Survey Instruction

Evaluation Methods

Attendance/Participation	15%
Readings & Journals	15%
Quizzes	15%
Research Project	25%
Exam	30%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: Education Department   Instructor: Dr. Vena Sele

Course Alpha/Number: ED300   Course Title: Foundations of Education
Check One: _X_ New Course Proposal ___ Course Revision

Total Credits: _4_ Lecture _X_   Laboratory _X_ Maximum Class Size: 25

Catalog Course Description
This course is an Introduction to the Foundation of Education in both the United States of America and American Samoa. Pertinent issues that are related to the historical and philosophical backgrounds of education, the nature of schools and its teaching profession, will be stressed.

Rational
It is vitally important that the beginning teacher develops an in-depth understanding of the public school system in the United States and in American Samoa. This understanding will enhance his/her ability to deal more effectively with school and community. In addition, such knowledge will empower the teacher to shape his/her goals and objectives to fit the mission of the educational system he/she is involved with.

Pre-requisite(s)
AA Degree ED IDP, completion of all 200-education courses, or permission of instructor.

Textbook(s) / Reference book(s)
Introduction to Foundations of Education.
Arthur K. Ellis, John Cogan, and Kenneth Howey. 1986 Practice-Hall, Englewood Cliffs, N.J. 07632

What Legally Constitutes an Adequate Public Education? Martha McCarthy and Paul Deignan. 1993 PDIC

American Samoa Department of Education Policy Handbook. Dept. of Education American Samoa

Education Leadership. Alexandria Virginia. ASCD

Special supplies/ Equipment
American Samoa Code. Annotated

Foundations of American Citizenship: New
Directions for Education. Council of Chief
State School Officers. Jan. 1988
Washington D.C.

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

_____   _____
Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Trace the historical background of Education from the Old World to the Present;

1.2   Compare and contrast the Education System in American Samoa with other

        systems of the world, particularly the United States;

1.3   Examine the effects of the various philosophical perspectives to the development

        of the Education systems in Samoa, the United States, and other countries of the

        world;

1.4   Relate the concepts of teaching, school, curriculum and instruction, students,

        classroom, community and teacher professionalism to the development of any

        Educational Setting;

1.5   Compare and contrast the current issues in the Education System both in Samoa

and the United States, and determine their impacts to the Education in the future;

1.6   Examine the psychological, economical, social and political effects in the

development of Education in any community setting.

Topical course Outline

Course Outline:

1.0   Effective Schools and Effective Teaching

    1.1   Educational Reform

    1.2   Personal Choice to teach

    1.3   Teaching as a profession

        a) The Nature of Teaching

        b) Professional responsibilities

        c) Professional Rights

        d) Professional Organizations

2.0   Historical Perspectives of Education

    2.1   Education in the Old World

    2.2   Education America

    2.3   Education in Samoa

    2.4   Development of Educational Thought

3.0   Trends and Issues in Education

    3.1   Education and Schooling

Evaluation Methods

90 to 100	A	Attendance/Pop Quizzes	15%
80 to 89	B	Presentations	25%
70 to 79	C	Midterm	15%
60 to 69	D	Assignments and Term Paper	25%
50 to 59	F	Final Examination	20%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: Education Department   Instructor: Roy Fua

Course Alpha/Number ED 301   Course Title: Educational Psychology
Check One: X New Course Proposal ____ Course Revision

Total Credits 3   Lecture X   Laboratory ___ Maximum Class Size 25

Catalog Course Description
Educational Psychology is a required course for all education majors. This course
presents an analysis of the complex factors involved in learning, individual differences,
motivation for learning, the psychology of leadership, and socio-cultural factors as they
affect education of children and youth. (Prerequisites: ED150, PSY250)

Rational
Educational Psychology is a foundation course for education majors across the USA. It
provides teachers and prospective teachers with the basic insights and information they
need to understand students and the learning process, to motivate students and manage
students' behavior, to develop effective instructional strategies, and to understand
classroom assessment.

Pre-requisite(s)
AA Degree ED IDP

Textbook(s) / Reference book(s)	**Special supplies / Equipment**
Educational Psychology. Anita Woolfolk.	Computer and required software
Eighth Edition, Allyn and Bacon. 2001 A	Internet, chalk, xeroxed materials
Pearson Education Company. www.abacon.com	TV/VCR, poster paper, and markers,
ISBN # 0-205-28995-9	masking tape, folders.
Company. ISBN # 0-02-307680-1	

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
          Department Chairperson   Department Chairperson

_____   _____
          Curriculum Committee   Curriculum Committee

_____   _____
          Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Understand the role of Educational Psychology and how it is used in the classroom;

1.2   Understand and explain Piaget's and Vygotsky's Theory of Teaching and Learning as it applies to the classroom;

1.3   Identify and describe the stages of development as theorized by Erikson and Kolhberg's Developmental Theories;

1.4   Understand the principles related to student diversity and differences in intelligence;

1.5   Identify teaching and learning competencies in a multicultural community;

1.6   Recognize differences in Behavioral views of student learning;

1.7   Identify and explain the Metacognition theory;

1.8   List and Identify Total Quality Improvement strategies in Problem Solving;

1.9   Recognize and explain learned Constructivist and Situated Perspectives used in the classroom;

1.10   List and explain the Four General Approaches to Motivation;

1.11   Create a Positive Learning Environment;

1.12   Create Lesson Plans integrating Thematic Themes;

1.13   List and explain the current types of Standardized Tests;

1.14   Identify Innovative means of Classroom Assessment and Grading.

Topical course Outline

Course Outline:

1.0   Teachers, Teaching, and Educational Psychology

    1.1   What is Good Teaching

    1.2   The Ultimate Goal of Teaching: Lifelong Expert Learning

    1.3   The Role of Educational Psychology

    1.4   How this Book can help you Learn

2.0   Cognitive Development and Language

    2.1   A Definition of Development

    2.2   Piaget's Theory of Cognitive Development

    2.3   Implications of Piaget's Theory for Teachers

    2.4   Vygotsky's Sociocultural Perspective

    2.5   Implications of Vygotsky's Theory for Teachers

    2.6   The Development of Learning

3.0   Personal, Social, and Emotional Development

    3.1   The work of Erikson

    3.2   Understanding Ourselves and others

    3.3   Family and Community Partnerships: Building Self-Esteem

    3.4   Moral Development

    3.5   Socialization: Family, Peers, and Teachers

    3.6   Challenges for Children

4.0   Learner Differences

4.1   Language and Labeling

4.2   Ability Differences and Teaching

4.3   Creativity, Giftedness, and Talent

4.4   Cognitive and Learning Styles

4.5   Changes in the Law: Integration, Mainstreaming, and Inclusion

4.6   Prevalent Problems and Mild Disabilities

4.7   Less Prevalent Problems and More Sever Disabilities

5.0   Culture and Community

5.1   Today's Multicultural Classroom

5.2   Social Class Differences

5.3   Ethnic and Racial Differences

5.4   Family and Community Partnerships: Building Learning Communities

5.5   Females and Males: Differences in the Classroom

5.6   Creating Culturally Compatible Classrooms

5.7   Bringing It all Together: Teaching Every Student

6.0   Behavioral Views of Learning

6.1   Understanding Learning

6.2   Early Explanations of Learning: Contiguity and Classical Conditioning

6.3   Operant Conditioning: Trying New Responses

6.4   Applied Behavior Analysis

6.5   Behavioral Approaches to Teaching

6.6   Recent Approaches Self-Regulation and Cognitive Behavior Modification

7.0   Cognitive Views of Learning

      7.1   Elements of the Cognitive Perspective

      7.2   The Information Processing Model of Memory

      7.3   Metacognition, Regulation, and Individual Differences

      7.4   Becoming Knowledgeable: Some Basic Principles

8.0   Complex Cognitive

      8.1   The Importance of Understanding

      8.2   Problem Solving

      8.3   Becoming an Expert Students: Learning Strategies of Study Skills

      8.4   Teaching for Transfer

9.0   Social Cognitive and Constructivist Views of Learning

      9.1   Social Process in Leaning

      9.2   Constructivism and Situated Learning

      9.3   Application of Constructivist and Situated Perspectives on Learning

10.0   Motivation: Issues and Explanations

      10.1   What is Motivation

      10.2   Four General Approaches to Motivation

      10.3   Goal Orientation and Motivation

      10.4   Interests and Emotions

      10.5   Self-Schemas

11.0   Motivation, Teaching, and Learning

      11.1   Motivation to Learn in School

Evaluation Methods

90 to 100	A	Attendance/Participation	20%
80 to 89	B	Mid-term	20%
70 to 79	C	Final	20%
60 to 69	D	Reaction Papers	20%
50 to 59	F	Portfolios	20%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: <u>Dr. Seth P. Galea'i</u>

Course Alpha/Number: <u>ED 305</u> Course Title: <u>Foundations of Curriculum and</u>
                                              <u>Instruction (Elementary-K8)</u>
Check One: <u>_X_</u> New Course Proposal <u>___</u> Course Revision

Total Credits: <u>_4_</u> Lecture: <u>_X_</u> Laboratory: <u>_X_</u>   Maximum Class Size: <u>_25_</u>

Catalog Course Description
This course examines and exemplifies the relevant knowledge, skills and personal
attributes of an effective teacher. Specific attention will focus on the organization of
curriculum, instructional design and assessing student learning.

Rational
Foundations of Curriculum and Instruction is a course designed to provide the
prospective teacher with the requisite foundational knowledge, skills and personal
attributes to become an effective teacher in American Samoa or in any educational
setting. This course also provides the prospective teacher with the necessary preparation
to be successfully competent in the succeeding core coursework and educational
experiences required for the Baccalaureate Degree in Elementary Education.

Pre-requisite(s)
Post Associate of Arts Degree with an emphasis in Education or by permission of
instructor.

Textbook(s) / Reference book(s)   **Special supplies / Equipment**
<u>Qualities of Effective Teachers</u>. J.H. Stronge.
2002 ASCD.
ISBN # 0-87120-663-3

<u>To Become a Teacher-Making a Difference</u>
<u>in Children's Lives</u>. W. Ayers. 1995 Teachers
College, Columbia University.
ISBN # 0-8077-3455-1

<u>Enhancing Professional Practice: A Framework</u>
<u>for Teaching</u>. C. Danielson. 1996 ASCD

<u>Mapping the Big Picture-Integrating Curriculum</u>
<u>and Assessment K-12</u>. H. H. Jacobs. 1997
ASCD

Understanding by Design. G. Wiggins and
J. McTighe. 1998 ASCD

Understanding by Design Handbook. G.
Wiggins and J. McTighe. 1998 ASCD

Visual Tools for Constructing Knowledge.
D. Hyerle. 1996 ASCD
ISBN # 0-87120-266-2

Beyond Discipline, From Compliance to
 Community. A. Kohn. 1996 ASCD
ISBN # 0-87120-270-0

Tools for Teaching: Discipline, Instruction-
Motivation. F. Jones. 2000 Jones and Associates,
Inc.
ISBN # 0-9650263-0-2

Classroom Instruction That Works: Research-
Based Strategies for Increasing Student
Achievement. R. J. Marzans. 2001 McREl
ISBN # 0-87120-504-1

Super Teaching. E. Jensen. 1998 3rd Edition
ISBN # 1-890460-02-8

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
        Department Chairperson   Department Chairperson

_____   _____
        Curriculum Committee   Curriculum Committee

_____   _____
        Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Demonstrate a high sense of professionalism, reflection and personal qualities facilitating student learning;

1.2   Demonstrate competence in designing appropriate instructional experiences and to effectively organize content to be learned;

1.3   Effectively plan and prepare for the sound management and organization of classrooms where students are engaged in learning at higher levels;

1.4   Demonstrate competence in the use of appropriate instructional behaviors and strategies.

Topical course Outline

Course Outline:

1.0   The Teacher as a Person and Professional

    1.1   The Role of Caring

        a) Listening to Students

        b) Understanding

        c) Knowing Students

    1.2   The Role of Fairness and Respect

        a) Respecting and Honoring Students

        b) Inclusion for All Learners

1.3   Interacting with Students

a) Positive/Productive Teacher-Student Interaction

b) Empowering Students in Decision-Making

1.4   Promoting Enthusiasm and Motivating Students

- History/Social Studies

- Mathematics

- Science

- Art/Music

- Physical Education

- ESL/Cultural Studies

2.2   Demonstrating Knowledge of Students

a) Constructive vs. Coverage

b) High Expectations: "All Students Can Learn"

c) "Culture" and Learning-Respect for Diversity

d) Instructional Relevance: Linking Instruction to Real Life Experiences

2.3   Selecting Instructional Goals

a) Deciding What to Teach: Content, Skills, and Attitudes

b) Learning Outcomes-A Backwards Design

c) High-Order Thinking and Problem Solving Skills

d) Civic Responsibility

e) Writing Across the Curriculum

f) Cultural Awareness

g) American Samoa Department of Education Goals

2.4   Selecting Appropriate Instructional Materials and Resources

a) Developmentally Appropriate and Content Aligned Materials and Resources

b) Integrating Technology with Instruction and Learning

c) The "Open-Classroom"

2.5   Designing Coherent Instruction

a) Instructional Coherence, Linking:

- Learning Activities

- Materials

- Teaching Strategies

- Assessment

b) Integrated, Thematic Unit Plans

- Aligning Learning Objectives to Content Standards and Relevant Pedagogy

- Organizing Relevant Content for Effective Presentation

- Time Allocation

- Checking for Understanding and Feedback

2.6   Assessing Student Learning

a) Curriculum and Instructional Alignment

- Learning Goals

- What was Taught

- What is Tested

b) Assessment Strategies

- External-Standardized Tests

- Criterion-Reference Tests

- Performance Assessment

- Authentic Assessment Strategies (Portfolios)

- Formative Assessment

- Alternative Assessments Beyond the Cognitive Domain

3.0 Classroom Management and Organization

    3.1 Creating a Learning Environment of Respect and Rapport

        a) Developing a "Community of Learners"

        b) Respect for Diversity

        c) Freedom to Take Risks

    3.2 Effective Management of Classroom Procedures

        a) Organizing Classroom Space Effectively

        b) Establishing Consistent, Effective and Efficient Process for Routine Tasks

        c) Advanced Preparations of Instructional Materials and Equipment

    3.3 Managing Student Behavior

        a) Interpreting and Responding to Diverse Student Behavior

        b) Establishing and Implementing Rules of Behavior Fairly and Consistently

     c) Reinforcing and Setting Expectations for Positive Behavior

     d) Effective and Prospective Disciplinary Strategies

4.0   Instruction

    4.1   Communicating Clearly and Accurately

     a) Clarifying Learning Goals and Objectives

     b) Advance Organizers: "Relevant Thinking"

     c) Mental Webbing

    4.2   Instructional Strategies

     a) Differentiating Instruction

     b) Linking Authentic Instructional Experiences to the Lives of Students

    4.3   Content and Expectations

     a) Setting High Expectations Towards Improvement and Growth in all Areas of Learning

     b) Guided Practices

     c) Student Responsibility and Accountability

     d) Metacognitive Strategies

    4.4   Complexity

     a) Constructing Meaning-Teaching for Understanding

     b) Emphasizing Reading and Writing Activities in Learning Content

     c) Facilitating Use of Student's Prior Knowledge

     d) Higher Order Thinking, Beyond "Knowledge"

4.5   Questioning

    a) Linking Questioning Strategies to Content, Goals, and Objectives of Lesson, "What's Important?"

    b) Preparing Questions in Advance

    c) Wait Time, Cueing

    d) Questions That Elicit Student Inferences

- Things/People

- Actions

- Events

- State of Being

    e) Analytic Questions

4.6   Student Engagement

    a) Hands On, Minds On Activities

    b) Active Teaching/Active Learning

    c) Cooperative Learning

    d) Scaffolding/Social Learning

    e) Community of Learners

Evaluation Methods

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: Education Department   Instructor: Dr. Vena Sele

Course Alpha/Number: __ED312__ Course Title: Teaching Language Arts to
                                            Elementary Teachers II
Check One: __X__ New Course Proposal ___ Course Revision

Total Credits: __3__ Lecture __X__ Laboratory ____ Maximum Class Size: __25__

Catalog Course Description
A continuation of ED 257-Teaching Language Arts to Elementary Teachers I.
Examination of the relevant issues of language, culture and methodology for
teachers of ESL students. Consideration of language acquisition theories,
linguistic approach to teaching languages, language politics and classroom
application of language arts methodologies.
Rational
There are so many controversial issues regarding language teaching and language
learning versus natural acquisition of language. Therefore, it is very important that the
teachers understand these areas of concern which affect language teaching in the Pacific
in general. The course presents an overview of theories and a variety of approaches and
methods to teach English to speakers of other languages (TESOL) and the native English
speaking population (L1). The course content also analyses the relevancy of these
methods to the success of the teacher in the classroom specifically in American Samoa.
Pre-requisite(s)
AA Degree ED IDP, Completion of all 200-level education courses, or permission of
instructor.

Textbook(s) / Reference book(s)
Teaching English as a Second Language.
Cliff Benson. Heather Lotherington.
Woloszyn School of Humanities-
University of the South Pacific.

Language Files: Materials for an Intro-
duction to Language and Linguistics.
Thomas Stewart, Jr. and Nathan
Vailette. Department of Linguistics, The
Ohio State University.

Special supplies/Equipment
Compilation of ESL and
Language Arts activities
Prepared by Dr. Vena Sele

First Year Teacher's Survival Kit.
Julie Thompson. Center for
Applied Research in Education
Paramus, New Jersey.

Language Arts Today. McCallum,
Strong, Thoburn, Williams. Mac
Millan Macgraw-Hill School Pub-
lishing, New York, Chicago, Columbus.

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

_____   _____
Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Demonstrate an understanding on the similarities and differences in 1st and 2nd

       Language learning;

1.2   Select motivation strategies in language teaching;

1.3   Demonstrate an understanding over language learning theories;

1.4   Identify effective models in successful programs;

1.5   Adapt and augment language materials and tests to fit the comprehension level of

        the students.

1.6   Make reliable judgment on the selection of a language learning model for his/her

        students (e.g. wholistic vs subskill);

1.7   Prepare portfolios of English lesson activities.

Topical course Outline

Course Outline:

1.0   Differences in First and Second Language Learning

        1.1   Interference

        1.2   Transfers

        1.3   Contrastive Analysis

2.0   Theory/Academic Information

        2.1   Controversy over Definition

        2.2   Controversy over Effective Models

                a) Wholistic model

                b) Subskill model

                c) Balanced model

        2.3   Successful Programs (Evaluation)

a) School impact on academic achievement

b) Strong administrative leadership

c) Dedicated teachers/students succeed

d) On going teacher training

e) Monitored student progress

3.0   ESL Teaching Activities

  3.1   Speaking and Listening

    a) Improvisions

    b) Movement exercises

    c) Creative story telling

    d) Talk and listening cards

    e) Giving directions

  3.2   Writing

    a) Writing for the overhead

    b) Creative writing

    c) Taking dictation

    d) Wall newspaper

    e) Pen pal or letter writing

    f) Ananse tales

  3.3   Reading

    a) Self selection of reading books

      b) Closed procedure

      c) Reading for meaning (group work)

3.4   Reading, writing, speaking and listening

      a) Strip story

      b) Word games

      c) Talk and listen

      d) Writing, reading, giving directions

Evaluation Methods

90 to 100	A	Attendance/Participation	10%
76 to 89	B	Journal	20%
48 to 75	C	Test	30%
30 to 47	D	Micro Lesson	40%
0 to 29	F		

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: _____

Course Alpha/Number: <u>ED 319</u> Course Title: <u>Children's Literature</u>
Check One: <u>X</u> New Course Proposal ____ Course Revision

Total Credits: <u>4</u> Lecture: <u>X</u> Laboratory <u>X</u>   Maximum Class Size: <u>25</u>

Catalog Course Description
This course surveys the field of children's Literature. Emphasizing the reading and examination of all types of Children's Literature, audio-visual, and communication technology generated materials. It presents a study of the history and development of children literature. This course will examine its value to the communicative process, and defines criteria for the selection and utilization of books and instructional related materials suited to the needs and tastes of elementary school children, including exceptional children.

Rational
This is a required course for all Elementary Classroom Teachers across the U.S. The use of quality literature in the early childhood and elementary school classroom enhances the cognitive, emotional, and social development of children. Literature engages the child's imagination while providing substantial content with which to develop essential literacy skills. In order to use literature effectively, early childhood and elementary teachers must be familiar with good children's books, be able to evaluate books, and be capable of using a variety of methods to present those books.

Pre-requisite(s)
AA Degree, Post AA/AS Education Certificate, ED 300

Textbook(s) / Reference book(s)
<u>Children's and Books</u>. Xena Sutherland and May Hill Arbuthnot. Eighth Edition, Harper Collins Publishing. ISBN # 0-673-46357-5

<u>Content Knowledge</u>. John Kendall and Robert Marzano. McREL Mid continent Regional Educational Laboratory. Aurora, CA ISBN # 0-87120-301-4

<u>Tala o le Vavau: The Myths, Legends, and Customs of Old Samoa</u>. Steubel and Herman Polynesian Press ISBN # 0-908597-03-7

Special supplies / Equipment
Computer and required software, Internet, chalk, xeroxed materials, poster paper, and markers, TV/VCR masking tape, folders.

Approval of Textbook

Approval for Supplies / Equipment

_____
Department Chairperson

_____
Department Chairperson

_____
Curriculum Committee

_____
Curriculum Committee

_____
Dean of Instruction

_____
Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1 Create a literature-rich classroom environment;

- Create storyboards with illustrations

- Present graphical illustrations of cultural myths, legends or fables

- Create illustrations of whole language themes

1.2 Integrate literature in each discipline area;

- Integrate mathematical concepts into essay writing

- Use Journal writing and reaction papers to reflect scientific observations or lab work

- Use poetry to describe historical events or significant people in civics, American history, Pacific Rim, or Samoan culture

1.3 Demonstrate whole language and thematic techniques to daily routines;

- Draw connections between real life experiences and subject content that is developmentally appropriate

- Use images, graphics, pictures and learning materials to help make connections and make concepts more relatable to Samoan life

1.4 Develop a format or method for collecting and organizing various children's books;

1.5 Describe the stages and progression of literacy development;

- Children's poetry

- Children's fables

- Children's short stories

- Samoan proverbial sayings and myths

1.6 Discuss the importance of oral and written language in literacy development;

- Understand the difference between basic interpersonal communication skills and cognitive language that is required for learning in the classroom

- Understand developmentally appropriate levels of language acquisition

- Understand effective strategies for English as a second language learner

1.7 Discuss the importance of child development philosophy in literacy development;

1.8 Recount the history and state the purpose of each category of children's books;

1.9 Identify the various types of illustrations and match illustration with influential illustrators;

1.10 Locate various award-winning books by categories and year published;

1.11   Teach a reading lesson to a group of early childhood or elementary students.

Topical course Outline

Course Outline:

1.0   The Stages of Literacy Development

    1.1   Literacy Development from Infancy to Toddler

    1.2   Literacy Development in Preschool and Kindergarten

    1.3   Literacy Development in the Elementary Years

    1.4   Literacy Development for the Bilingual Child

2.0   Methodologies in Literacy Development

    2.1   Phonemic Awareness, Letter Knowledge and Concept of Print

    2.2   The Alphabetic Code: Phonics and Decoding

    2.3   Fluent, Automatic Reading of Text

    2.4   Vocabulary

    2.5   Text Comprehension

    2.6   Written Expression

    2.7   Spelling and Handwriting

    2.8   Thematic Units

    2.9   Basal Readers

    2.10   Language Experience Approach

    2.11   Silent Sustained Reading

8.4   Mixed Media

8.5   Tapa

8.6   Weaving

8.7   Award-Winning Illustrators

9.0   Literature Awards for Book and Illustrations

9.1   Newbury Awards

9.2   Caldecott Awards

9.3   Reading Rainbow

9.4   IRA Children's Choices

9.5   ALA Notable Children's Books

9.6   Coretta Scott King (CSA) Award

Practicum: ED319P

Each and every student is required to enroll concurrently to ED319 (Practicum) a one-credit course that places the student in the classroom observing and participating with the children's learning of the English Language. The student is also given the opportunity to read to children at the Barstow Public Library. We require the student to spend 20 hours with the Master Teacher and the real life classroom observing the students and teacher or reading motivating and interesting books to the children.

A letter addressed to the School Principal and Master Teacher is prepared for ED319P student when they conduct their Practicum's. In addition to the Letter of Introductory the student will also be given the evaluation form that will be used by the Master Teacher for the end of semester evaluation. Each student will meet with the instructor of ED319 course to work out the Practicum Field Experience at the school and at the public Barstow Library.

Objectives:

Students will be able to:

1.1   Observe children learning in the classroom or at the Library;

1.2   Practice learned basic teaching strategies;

1.3   Observe the Master Teacher handling everyday disturbances that occur in the

         classroom or at the Library;

1.4   Demonstrate teaching skills with the elementary grade school children;

1.5   Observe and recognize developmentally appropriate teaching strategies.

Evaluation Methods

90 to 100	A	Attendance/Participation	20%
80 to 89	B	Mid-term, Final	20%
70 to 79	C	Big Book, Lesson Plan	20%
60 to 69	D	Reaction Papers	20%
50 to 59	F	Practicum, Presentations	20%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: <u>Dr. Salu Hunkin</u>

Course Alpha/Number: <u>ED 325</u> Course Title: <u>Principles of Child Development: The</u>
<u>Samoan Child</u>

Check One: <u>X</u> New Course Proposal ____ Course Revision

Total Credits: <u>4</u> Lecture: <u>X</u> Laboratory <u>X</u>   Maximum Class Size: <u>25</u>

Catalog Course Description
Principles of Child Development and the Samoan Child is a required course for education majors. This course presents the basic principles of how children develop and learn in the first eight (8) years of life. Decades of research, theory and practice, and knowledge of age-related development regarding about how children learn their abilities, characteristics, and need for support, will be covered in this course. In addition, knowledge of how the Samoan child is reared in the cultural context will be explored. Teachers will observe and participate in scheduled experiences to acquire and understand the basic principles of child development. The Samoan child will be the focus of discussions, observations, and experiences planned for this course.

Rational
Professional teachers must understand, respect, and support educational practices which are based on the foundations and knowledge of basic principles of child development. To enhance child learning and growth in the classroom in Samoa, the teacher must be equipped with the necessary child development skills. The teacher must fully understand how the Samoan child is reared and socialized in his/her family, village, and community to support positive learning in the schools.

Pre-requisite(s)
AA Degree ED IDP, Foundations of Education 305, and Educational Psychology 301

Textbook(s) / Reference book(s)
<u>Developmentally Appropriate Practice:</u>
<u>Curriculum and Development in Early</u>
<u>Education</u>. Carol Gestwicki. 2nd Edition
1999 Delmar Publishers, New York.

<u>Guiding Young Children: A Problem-</u>
<u>Solving Approach</u>. Eleanor Reynolds.
3rd Edition, 2001

Special supplies / Equipment
Selected Readings on Samoan Family,
Video Documentation, Kamehameha
Early Education Project (KEEP)
PREL Research Materials Keiki
Hawaii: A Newsletter for New Parents

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

_____   _____
Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Identify the different domains of child development;

1.2   Discuss the sequence of child development;

1.3   Explain how development varies in rate and factors affecting development;

1.4   Recognize the affects of early and delayed experiences in development;

1.5   Discuss the process of predictable directions;

1.6   Explain how social and cultural contexts affect learning;

1.7   Demonstrate how children construct their own understanding;

1.8   Identify the factors which interact with one another and their affects on learning;

1.9   Explain child play, it's importance, and the role of challenges in development;

1.10   Describe the different modes of learning and their relationship to teaching modes;

1.11   Discuss the implications of these principles to the Samoan child.

Topical course Outline

Course Outline:

1.0   Domain of Child Development

      1.1   Physical Development

      1.2   Social Development

      1.3   Emotional Development

      1.4   Cognitive Development

      1.5   Domain of Development Relative to the Samoan Child.

2.0   Development Occurs in Sequence

      2.1   Patterns of Growth and Development

      2.2   Individual Growth Variations

      2.3   How Best to Support Learning

      2.4   How Samoan Children are Taught and Learn

3.0   Development Varying Rates

      3.1   Factors which Affect Development

      3.2   Practices which Conflict with Principles of Development

      3.3   Samoan Child Rearing Practices-Conformity or Conflicting

4.0   Early and Delayed Experiences

      4.1   Implications of Early Experiences on Development

      4.2   Implications of Delayed Experiences on Development

      4.3   Early and Delayed Experiences on the Development of the Samoan Child

5.0   Development Process in Predictable Directions

    5.1   Behavioral Development

    5.2   Censoring Development

    5.3   Symbolic Development

    5.4   Predictable Directions of the Samoan Child

6.0   Learning Occurs in Social and Cultural Context

    6.1   Family Context

    6.2   Community Context

    6.3   School Culture and Home Culture

    6.4   The Effects of Samoan Culture on Child Development

7.0   Children Construct their Own Understand

    7.1   The Works of Piaget and Vygotsky

    7.2   Social, Physical, and Cultural Contexts and their Effects on Understanding and Development

    7.3   Samoan Children and how They Construct Their Own Understanding

8.0   Biological Maturation and Environment

    8.1   Biological Maturation and Learning

    8.2   Environment and Learning

    8.3   The Relationship of Biological Maturation and Environment on the Samoan Child

9.0   Child Play

     9.1   Play and its Importance in Child Development

     9.2   Play and the Samoan Child in the Samoan Culture

10.0   Development and Learning Challenges

     10.1   Child Competencies, Interests, and Experiences

     10.2   Scaffolding and Child Development

     10.3   Learning Challenges and Experiences of the Samoan Child

11.0   Learning Modes

     11.1   Learning Modes and Teaching Modes

     11.2   Samoan Learning Modes and Teaching Modes

     11.3   Matching Learning Modes and Teaching Modes

12.0   Optimum Learning Environment

     12.1   Safety and Self-Worth

     12.2   Survey of Samoan Community in Relation to the Samoan Child

Topical Course Outline: Practicum: ED325P

1.0   Week One

     1.1   Making School Arrangements

     1.2   Selecting a Teacher

     1.3   Meeting the Students\

2.0   Week Two

      2.1   Map Out Classroom Arrangements

      2.2   Survey Social Studies Program (Content Standards and Text)

3.0   Week Three

      3.1   Observe K-8 Children in Family or Village

      3.2   Prepare Report of Observation in Reference to Domain of Child

           Development

4.0   Week Four

      4.1   Observe Students in the Classroom

      4.2   Observe how Samoan Children Learn and how They are Taught

      4.3   Report Writing

5.0   Week Five

      5.1   Observe Samoan Mother Caring for the Children

      5.2   Report Writing

6.0   Week Six

      6.1   Observe children K-8 in Special Education Program

      6.2   Report Writing

7.0   Week Seven

      7.1   Observe and Report on Culture and the Development of Children

8.0   Week Eight

      8.1   Identify Samoan Children Play

8.2 Report How Samoan Children's Play, Help Delay Development

9.0 Week Nine

9.1 Research in Reference to Appropriate/Challenging "Play" or Games to Help Samoan Children

9.2 Make a List of Plays

10.0 Week Ten

10.1 Observe Non-Educational Teaching in Community (Churches-Other Organizations)

10.2 Observe How Samoans Children are Taught of Home, Village, and Churches

10.3 Report Findings

11.0 Week Eleven

11.1 Prepare 3 Mini Lessons Using Appropriate Practice to Enhance Learning of Samoan Children

12.0 Week Twelve

12.1 Review Mini Lessons with Teacher/Advisor

13.0 Week Thirteen

13.1 Prepare Appropriate Teaching Materials for Mini Lessons

14.0 Week Fourteen

14.1 Prepare Appropriate Teaching Materials for Mini Lessons

15.0   Week Fifteen

    15.1   Assessment/Evaluation

Evaluation Methods

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: _____

Course Alpha/Number: <u>ED 330</u> Course Title: <u>Elementary Mathematics Methods</u>
Check One: <u>X</u> New Course Proposal ____ Course Revision

Total Credits: <u>4</u> Lecture: <u>X</u> Laboratory <u>X</u>   Maximum Class Size: <u>25</u>

Catalog Course Description
ED 330 uses readings, case studies, instructional technology, and a school-based
practicum to educate pre service and in service teachers about K-8 mathematics
curriculum and pedagogy. The course seeks to help students develop an understanding
and appreciation of mathematics and technology education, and the ability to help
children acquire knowledge, attitudes, and skills essential to math and technology
literacy. This course has as its focus the methods and materials for teaching elementary
school mathematics. The purpose of the course is to help pre-service students become
confident in their ability to do mathematics so that they can do the same for their future
students. Emphasized are the content of elementary mathematics, and the methods and
materials useful to teach it.

Rational
This is a mandatory "content" course for all prospective teachers and is designed to
enhance the teacher's ability to provide quality mathematics instruction, based on
National Standards, for K through 8 teachers. It is predicated upon a constructivist and
Standards for School Mathematics (2000).

The course examines the nature of mathematics, history and goals of mathematics
education, research on mathematical learning. Course readings, case studies, cooperative
learning and class discussions are used to develop student's understanding. The class
includes an introduction to using the internet as a research tool (to be integrated
throughout the course) and an introduction to the National Standards for Mathematics
Education.

The course uses this foundation to address curricular approaches, diversity and equity,
professional resources, instructional technology, children's literature, classroom
management, safety, and assessment. Here, students will apply, evaluate, and reflect
upon elementary math teaching methods through class activities and field experience
assignments. It will also include a continued focus on the application of internet
resources as integral teaching and learning tools. Students will design and develop
interactive classroom lessons and tools to apply mathematics to everyday situations,
supported by standard lesson plans, to fulfill the practicum requirement for this course.
All students will maintain field experience journals.

The goals are described through examples that demonstrate what the standard should look like in a grade band and what the teacher's role should be in achieving the standard. The instructor will provide an electronic syllabus with links to web resources. Links to websites that serve the course objectives will be provided in the course calendar according to the topics and objectives explored on a given day.

Pre-requisite(s)
AA Degree ED IDP, ED 300 Educational Foundation, ED 310 Educational Technology, MAT 250

Textbook(s) / Reference book(s)	**Special supplies / Equipment**
Elementary and Middle School Mathematics: Teaching Developmentally. John A. Van de Walle. 4th edition. 2001 New York: Addison Wesley Longman, Inc.	Computer and internet access manipulative to demonstrate teaching methods.

How People Learn: Brain, Mind, Experience and School. John D. Bransford, Ann L. Brown, and Rodney R. Cocking. 1999 Committee on Developments in the Science of Learning. National Research Council. National Academy Press, Washington, D.C.

Elementary Mathematics Links. Organized by the instructor and participants in the class.

Sunshine Math and the NCTM. Sample problems (available on-line)

Assessing Mathematical Understanding Effectively. Harvard Group-Balanced Assessment in Mathematics Education (available on-line)

Approval of Textbook	**Approval for Supplies / Equipment**
_____ Department Chairperson	_____ Department Chairperson
_____ Curriculum Committee	_____ Curriculum Committee
_____ Dean of Instruction	_____ Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   The student will be knowledgeable about the learning theories (child, adolescent, early adult) that present a rationale for the hands-on/minds-on approach to learning mathematics.

1.2   The student will be able to analyze manipulative or adjunctive activities to determine if the activities allow for diversity in background, learning styles, abilities, and interests.

1.3   The student will be knowledgeable about resources of developmentally appropriate mathematics activities.

1.4   The student will be able to modify or develop instructional activities that apply current learning theories mathematics achievement.

1.5   An understanding of recent trends in mathematics education policy and goals.

1.6   An ability to design math lessons and units that are developmentally appropriate.

1.7   An ability to construct assessment plans that are compatible with teaching goals and methods and that allow for multiple ways of representing knowledge.

1.8   An awareness of organizations and resources (human, environmental, and technological) that serve the professional development of elementary math teachers.

1.9   An understanding of the role of reflection in professional development and
       lifelong learning.

Topical course Outline

Course Outline:

1.0   Introduction to the Internet

    1.1   "Googleing" for Teaching Resources

    1.2   On-Line Math Activities for Student Enrichment

2.0   Introduction to the National Council on Teaching Mathematics Principles and
       Standards, Pacific Regional Standards and ASDOE Standards

    2.1   Standards for Primary, Elementary and Middle School Math Instruction

    2.2   Aligning Instruction with Standards

3.0   Equity, Diversity and Gender bias in the Math Classroom

    3.1   "No Child Left Behind"

    3.2   Learning Styles

    3.3   Designing Learning Activities to Include Diverse Learning Styles

    3.4   "Math Anxiety"

4.0   Children's Ideas in Math (Application to Everyday Life)

    4.1   The World "By Numbers" (Measurements, Weights, Money, Time)

    4.2   Sunshine Math-Integrating Classroom, Home and Community

5.0   Constructivism and the Nature of Mathematics: The Universal Language of
       Mathematics

6.0   Mathematics Content Standards for Grades K-8

     6.1   Application of Primary Standards to Classroom Instruction

     6.2   Application of Elementary Standards to Classroom Instruction

     6.3   Application of Middle School Standards to Classroom Instruction

7.0   Techniques for Bringing Mathematics into the Everyday World

     7.1   Adapting and Applying Sunshine Math Activities

     7.2   Exploring the World "By the Numbers" (Lesson Plans/Activities)

8.0   Helping Children to Apply Mathematical Concepts and Techniques

     8.1   Adapting Instruction and Activities to Different Learning Styles

     8.2   Lesson Plans and Application Activities

9.0   Language and Communication in Math Classrooms

     9.1   The Vocabulary of Mathematics

     9.2   Building Math Understanding Through Discussion of Activities

10.0   Assessing Math Learning

     10.1   Deciding What Should be Assessed

     10.2   Teacher-Made Tests

     10.3   Local and National Assessment Standards

11.0   Integrated Curricula and Thematic Approaches

     11.1   The Connection Between Math and Science

     11.2   Developing Thematic Units With Lesson Plans

     11.3   Sample Unit: Social Studies Integration-Tuna Canneries

6.0   Mathematics Content Standards for Grades K-8

     6.1   Application of Primary Standards to Classroom Instruction

     6.2   Application of Elementary Standards to Classroom Instruction

     6.3   Application of Middle School Standards to Classroom Instruction

7.0   Techniques for Bringing Mathematics into the Everyday World

     7.1   Adapting and Applying Sunshine Math Activities

     7.2   Exploring the World "By the Numbers" (Lesson Plans/Activities)

8.0   Helping Children to Apply Mathematical Concepts and Techniques

     8.1   Adapting Instruction and Activities to Different Learning Styles

     8.2   Lesson Plans and Application Activities

9.0   Language and Communication in Math Classrooms

     9.1   The Vocabulary of Mathematics

     9.2   Building Math Understanding Through Discussion of Activities

10.0   Assessing Math Learning

     10.1   Deciding What Should be Assessed

     10.2   Teacher-Made Tests

     10.3   Local and National Assessment Standards

11.0   Integrated Curricula and Thematic Approaches

     11.1   The Connection Between Math and Science

     11.2   Developing Thematic Units With Lesson Plans

     11.3   Sample Unit: Social Studies Integration-Tuna Canneries

12.0   Using the Internet to Support Professional Development

  12.1 What You Know is Never Enough

  12.2 Internet Resources for Continuing Math Education

13.0   Instructional Technology

  13.1 Locating and Using Media Resources

  13.2 Integrating Computers and Other Technology Resources

ED330P Elementary Mathematics Method Practicum

The Practicum enables students to observe and interact with students and teachers, to develop and teach mathematics lessons, and to reflect upon the effectiveness of curricula and methods explored in course readings and class discussions. In pursuing the field experience, students are expected to be professional and to reflect upon and learn from their teaching, not to prepare or teach perfect lessons (assuming such things exist). To promote learning and reflection during the field experience, all students are required to maintain a practicum field experience journal, develop and teach an appropriate progression of math lessons, and submit revised lesson plans after reflecting upon their teaching and the feedback they receive.

- All students should prepare lesson plans using the format shown in the lesson plan

  guide (provided by the instructor). Although lesson plans may be developed

  collaboratively, work is submitted and evaluated individually.

- Additional lesson plans and activities will be required throughout the semester.

Field Experience Journal

- The field experience journal is a professional conversation between instructor and student designed to help students integrate theory and practice in a coherent whole. The journal has several instructional purposes:

- To explore the relationships between practical and formal knowledge, conception and reality, and action and reflection;

- To learn strategies to manage these relationships productively;

- To learn how intentional reflection can play a role in the development of integrated, professional practice.

Evaluation Methods

Research Projects	20%
Exam 2	20%
Exam 1	20%
Practicum	30%
Field Experience	10%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: _____

Course Alpha/Number: <u>ED 335</u>   Course Title: <u>Elementary Science Methods</u>
Check One: <u>X</u> New Course Proposal ____ Course Revision

Total Credits: <u>4</u>   Lecture: <u>X</u>   Laboratory <u>X</u>   Maximum Class Size: <u>25</u>

Catalog Course Description
ED 335 uses readings, case studies, instructional technology, and a school-based practicum to educate pre service and in service teachers about K-8 science curriculum and pedagogy. The course seeds to help students develop an understanding and appreciation of science and technology education, and the ability to help children acquire knowledge, attitudes, and skills essential to science and technology literacy.

Rational
This is a mandatory "content" course for all prospective teachers and is designed to enhance the teacher's ability to provide quality science instruction, based on National Standards, for K through 8 teachers.

Part One of the course (7 weeks) examines the nature of science, history and goals of science education, research on science learning, and constructivist frameworks for curriculum and instruction. Course readings, case studies, videotapes of instruction, cooperative learning, and class discussions are used to develop students' understanding. Part One begins with an introduction to using the internet as a research tool (to be integrated throughout the course) and an introduction to the National Standards for Science Education.

Part Two (7 weeks) uses this foundation to address curricular approaches, diversity and equity, professional resources, instructional technology, children's literature, classroom management, safety, and assessment. Here students will apply, evaluate, and reflect upon elementary science teaching methods through class activities and field experience assignments. Part Two will also include a continued focus on the application of internet resources as integral teaching and learning tools. Students will design and develop interactive classroom experiments and demonstrations, supported by standard lesson plans, to fulfill the practicum requirement for this course. All students will maintain field experience journals.

The instructor will provide an electronic syllabus with links to web resources. Links to websites that serve the course objectives will be provided in the course calendar according to the topics and objectives explored on a given day.

Pre-requisite(s)
ED 300 Educational Foundation and ED 310 Educational Technology

Textbook(s) / Reference book(s)	**Special supplies / Equipment**
Primary Science: Taking the Plunge.	Computer and Internet Access

Textbook(s) / Reference book(s)
Primary Science: Taking the Plunge.
Heinemann Wynne Harlen. 1985

National Science Education Standards.
National Research Council, National
Academy Press. 1996.

How People Learn: Brain, Mind, Experience
and School. John D. Bransford, Ann L. Brown,
and Rodney R. Cocking, editors. Committee on
Developments in the Science of Learning. 1999.
National Research Council. National Academy
Press, Washington D.C.

Special supplies / Equipment
Computer and Internet Access

Approval of Textbook   **Approval for Supplies / Equipment**

Department Chairperson   Department Chairperson

Curriculum Committee   Curriculum Committee

Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   An understanding of recent trends in science education policy and goals;

1.2   An understanding of the compatibility between science studies (history, philosophy, and sociology of science), constructivist learning theory, and practices that promote science literacy;

1.3   An awareness of the diversity of curricular approaches available to elementary science educators, including environmental, inquiry, and interdisciplinary curricula;

1.4   An ability to design science lessons and units that are developmentally appropriate and sensitive to the needs, values, and interests of a diverse group of students;

1.5   An ability to construct assessment plans that are compatible with teaching goals and methods. Also, that allow for multiple ways of representing knowledge;

1.6   An ability to use diagnostic observation skills, instructional strategies, and classroom management techniques to promote science learning in small group or whole-class settings;

1.7   An ability to use multimedia technologies and trade books to support meaningful learning;

1.8   An awareness of organizations and resources (human, environmental, and technological) that serve the professional development of elementary science teachers;

1.9   An ability to establish rules and procedures that ensure the physical safety of children;

1.10   An understanding of the role of reflection in professional development and

lifelong learning.

Topical course Outline

Course Outline:

1.0   Introduction to the Internet

    1.1   "Googling" for Teaching Resources

    1.2   Adapting Resource Materials for Classroom Use

2.0   Introduction to the National Science Education Standards, Pacific Regional

Standards and ASDOE Standards

    2.1   Standards for Primary, Elementary, and Middle School Science Instruction

    2.2   Aligning Instruction with Standards

3.0   Equity, Diversity, and Gender Bias in the Science Classroom

    3.1   "No Child Left Behind"

    3.2   Learning Styles

    3.3   Designing Learning Activities to Include Diverse Learning Styles

4.0   Children's Ideas in Science

    4.1   Applications to Everyday Life

    4.2   Categorizing

    4.3   Cooking is Chemistry

    4.4   The Physical World (Physics, Electricity)

5.0   Constructivism and the Nature of Science-Laws are Laws for a Reason

6.0   Questioning and Inquiry-Based Science Lessons

      6.1   Developing and Implementing Lesson Plans

      6.2   Developing and Implementing Appropriate Classroom "Labs"

7.0   Science Content Standards for Grades K-8

      7.1   Application of Primary Standards to Classroom Instruction

      7.2   Application of Elementary Standards to Classroom Instruction

      7.3   Application of Middle School Standards to Classroom Instruction

8.0   Helping Children to Design Investigations (Life Science)

      8.1   Using the Environment as a Life Science Lab

      8.2   Cooperative Learning in Life Sciences

9.0   Language and Communication in Science Classrooms

      9.1   The Vocabulary of Scientific Inquiry

      9.2   Building Understanding Through Discussion of Labs

10.0   Assessing Science Learning

      10.1   Deciding What Should be Assessed

      10.2   Teacher-Made Tests

      10.3   Local and National Assessment Standards

11.0   Environmental Education

      11.1   Pollution

      11.2   "Water Everywhere and not a Drop to Drink"

      11.3   Classroom Activities and Labs

12.0   Integrated Curricula and Thematic Approaches

    12.1   Developing Thematic Units with Integrated Lesson Planning

    12.2   Classroom Activities and Labs

13.0   Safety in the Elementary Science Classroom

    13.1   Working With What You've Got-Safely

    13.2   Developing Age-Appropriate Labs and Lessons

    13.3   Safety Guidelines

14.0   Using the Internet to Support Professional Development

    14.1   What You Know is Never Enough

    14.2   Internet Resources for Continuing Science Education

    14.3   New Horizons

15.0   Instructional Technology

    15.1   Locating and Using Media Resources

    15.2   Integrating Computers and Other Technology Resources

ED335P Elementary Science Methods Practicum

The practicum enables students to observe and interact with students and teachers, to develop and teach science lessons, and to reflect upon the effectiveness of curricula and methods explored in course readings and class discussions. In pursuing the field experience, students are expected to be professional and to reflect upon and learn from their teaching, not to prepare or teach perfect lessons (assuming such things exist). To promote learning and reflection during the field experience, all students are required to maintain a practicum field experience journal, develop and teach science lessons, and submit revised lesson plans after reflecting upon their teaching and the feedback they receive. The field experience assignments are explained below.

Science Lessons

- Each student, working with a partner, will prepare two lessons that address a concept within the state or national science standards. Students must discuss this assignment with the instructor and a cooperating teacher and select a topic for the lessons. Once the topic has been approved, each student must type and submit one of these lessons. After the cooperating teacher (if students are not in service teachers) and the instructor have approved the lesson plans, students will arrange with the teacher to teach one or both of the lessons with the partner. Students are also required to reflect upon their teaching and the feedback from the instructor and cooperating teacher and revise the lesson plan. Students will submit the revised lesson plan (along with the original) individually anytime after the teaching experience, but before the 12th week of the semester.
- Additional lesson plans will be developed and tested throughout the semester. All students should prepare lesson plans using the format shown in the lesson plan guide (provided by the instructor). Although lesson plans are developed collaboratively, work is submitted and evaluated individually. The following examples of Science lesson plans are available on line:
  - Lesson plan on the <u>Nature of Science</u> (students will do this lesson in

    class).

  - Lesson plan on the <u>Ocean Floor</u>.

  - Lesson plan on the topic of <u>Weather</u>.

  - A collection of lessons in <u>Physical Science</u> that can be downloaded for

    Mac or Windows.

Field Experience Journal

- The field experience journal is a professional conversation between instructor and student designed to help students integrate theory and practice in a coherent whole. The journal has several instructional purposes:

- To explore the relationships between practical and formal knowledge, conception and reality, and action and reflection;

- To learn strategies to manage these tensions productively;

- To learn how intentional reflection can play a role in the development of an integrated, professional practice.

Evaluation Methods

Research Project	20%
Exam 1	20%
Exam 2	20%
Practicum	30%
Field Experience Journal	10%

AMERICAN SAMOA COMMUNITY COLLEGE
COURSE APPROVAL FORM

Department: Education Department   Instructor: _____

Course Alpha/Number_ED350 Course Title: Physical Fitness Education for Elementary
School Teachers

Check One: _X_ New Course Proposal   ___ Course Revision

Total Credits _4_   Lecture _3__   Laboratory _1__ Maximum Class Size _25_

Catalog Course Description

This Physical Fitness Education methods course will identify the basic motor skills for
elementary students by examining current research on physical fitness in compliance with the
National Standards. The course will engage the teacher and students to demonstrate physical
activities that are appropriate for the growing child. In-addition, this course will tie together a
holistic approach of covering fitness issues. Teachers will discuss health behaviors with students
in an attempt to help students create a healthy lifestyle. Teachers will demonstrate their teaching
skills by warming up, playing with, supervising, and motivating students to a holistic healthy life
style.

Rational

This Physical Fitness Education course for Elementary School Teachers is a critical course for the
beginner teacher. Children in the Elementary grades need to pay more attention to their
developing bodies. Modeling a fun and healthily physical education program and reinforcing it
with a total quality health perspective it is our intent to engage the students to proper health
education early in life.

Pre-requisite(s)

AA Degree, Post AA/AS Education Certificate

Textbook(s) / Reference book(s)	**Special supplies / Equipment**
Dynamic Physical Education for Elementary School Children, Robert Pangrazi, Victor Dauer. MayfiAllyn and Bacon. Fifth Edition, 2001. ISBN #0-02-390691-X	Computer and required software Internet, chalk, xeroxed materials poster paper, and markers, TV/VCR, masking tape, folders.

Content Knowledge John Kendall and Robert
Marzano. McREL Mid continent Regional
Educational Laboratory . Aurora, CA
ISBN# 0-87120-301-4

Approval of Textbook	**Approval for Supplies / Equipment**
_____ Department Chairperson	_____ Department Chairperson
_____ Curriculum Committee	_____ Curriculum Committee
_____ Dean of Instruction	_____ Dean of Instruction

Student Learning Out-comes

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Identify current research and National and Local Standards of Education for teaching elementary grades Fitness and Physical Education courses;

1.2   Plan a Unit Lesion Plan for Physical Fitness Education;

1.3   Describe a variety of appropriate instructional methods for elementary physical Fitness education;

1.4   Identify and demonstrate physical activates that motivate and stimulate proper fitness;

1.5   Assess the skill proficiency levels of children in their physical education class and design movement exercises appropriate for their grade level;

1.6   Demonstrate strategies for teaching movement concepts and developing skill themes;

1.7   Describe strategies for including children with special conditions into physical fitness;

1.8   Examine Health Curriculum such as "Teenage Health Teaching Modules, (THTM) and other curriculum programs;

1.9   Examine Conitive, Psycosocial, and Physical Development as according to Jean Piaget, Erik Erikson, and Lawrence Kolhberg;

1.10   Explain and discuss problem solving issues with students and develop problem

solving real life health issues in the classroom;

1.11   Develop classroom activities, as well as on the play field activities that will help

students develop physically, socially, and morally along with their fellow

classmates;

Topical Course Outline

Course Outline:

1.   **Understanding personal fitness with the Education Standards**

1.0   Understand the relationship of family health to individual health

1.1   Understand the role of parents and the extended family in supporting a

strong family and promoting the health of children e.g., values, religious

beliefs, behaviors,

1.2   Knows community health service providers and their roles

1.3   Knows how to maintain and promote personal health

2.0   Knows environmental and external factors that affect individual and community

health

2.1   Identify environmental health hazards that has cause illness and deaths as

a result of exposure

2.2   Understand essential concepts about the prevention and control of disease

2.3   Understand aspects of substance use and abuse

2.4   Understand health issues that impact our daily lives

2.5   Understand the Holistic Approach to Health and Fitness

3.0   Learn and Identify problem solving strategies and activities that that will help student solve problems

2.   **Instructions for Physical Educations for the Elementary Grade Levels**

4.0   Introduction to Elementary School Physical Education

4.1   What is Physical Education from a research based approach

4.1.1   Objectives of Physical Education Programs

4.1.2   The evolution of Elementary School Physical Education

4.1.3   Physical Education Programs today

5.0   Physical Activities and the Growing Child

5.1.1   The need for physical activities

5.1.2   The Growing Child

5.1.3   Children in Organized Sports Activities

5.1.4   Physical Education and Intellectual Development

5.1.5   Guidelines for Exercising Children Safely

3.   **Instructional Planning and Preparation**

6.0   The Basis for Learning Motor Skills

6.1   Current skills performance and information processing

6.2   Motor Learning Principles

6.3   Mechanical Principles Involved in Skills Performance

10.2   Development of the IEP

10.3   Least Restrictive Environment (IDEA)

10.4   Utilizing Microcomputer Services

10.5   Parental Support

10.6   Programs for Children with Special Needs

10.7   Collaborative reporting procedures

10.8   The parent/child/teacher conference

Practicum: ED350P

Each and every student is required to enroll concurrently to ED350P (Practicum) a one-credit course that places the student in the classroom and on the play field observing and participating with the children's organized physical fitness program and games.
A letter addressed to the School Principal and Master Teacher is prepared for ED350P student when they conduct their Practicum's. In addition to the Letter of introductory the student Evaluation form that will be used by the Master Teacher for the end of semester evaluation. Each Student will meet with the Instructor of the ED350 course to work out the Practicum Field Experience:

Objectives:

Students will be able to:

1.   Observe children learning in the classroom or on the play field;

2.   Practice learned basic teaching strategies;

3.   Observe the Master Teacher handling everyday disturbances that occurs in the classroom or on the play field;

4.   Demonstrate teaching skills with the elementary grade school children;

5.   Observe and recognize developmentally appropriate teaching strategies

Evaluation Methods

90 to 100	A	Attendance/Participation	20%
80 to 89	B	Mid-term	20%
70 to 79	C	Final	20%
60 to 69	D	Reaction Papers	20%
50 to 59	F	Portfolios	20%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: Education Department   Instructor: Dr. Salu Hunkin

Course Alpha/Number: ED380   Course Title: Multicultural Education
Check One: X New Course Proposal   Course Revision

Total Credits: 4   Lecture X   Laboratory X   Maximum Class Size 25

Catalog Course Description
This course is designed to introduce pre-service and practicing educators to the major concepts, principles, theories and practices of multicultural education. To respond effectively, teachers and administrators need to have a grasp of the concepts, principles, theories, and practices in multicultural education. They need to examine and clarify their own racial and ethnic attitudes. Further, they need to develop the pedagogical knowledge and skills needed to work effectively with students from diverse groups.

Rational
Pre-service and practicing educators of American Samoa need to examine and clarify their own racial and ethnic attitudes within the context of their own cultural environment. In addition, they need to relate to the increasing diversity in Samoa's community and school system. This course aims to provide the environment conducive to examining, clarifying and demonstrating these skills.

Pre-requisite(s)
AA Degree ED IDP

Textbook(s) / Reference book(s)	**Special supplies / Equipment**
An Introduction to Multicultural Education. James A. Bank. Third Edition, Allyn and Bacon. 2002	Reading Handouts.

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

_____   _____
Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Discuss the goals of multicultural education and the wide misconceptions;

1.2   Describe the dimensions of multicultural education and the characteristics of an

effective multicultural school;

1.3   Explain the ways in which multicultural education seeks to transform the

curriculum to provide equity for all students;

1.4   Discuss the key concepts of Multicultural Education in today's school;

1.5   Describe knowledge components and powerful ideas in teaching;

1.6   Discuss the major benchmarks of multicultural education;

1.7   Explore how multicultural concepts can be applied to Samoan schools.

Topical course Outline

Course Outline:

1.0   Goals and Misconceptions of Multicultural Education

1.1   Issues pertinent to Multicultural debate

1.2   Misconceptions about Multicultural education

1.3   Significant curriculum

1.4   Multicultural education making progress in nation's schools

2.0   Dimensions and School Characteristics

    2.1   Content integration

    2.2   Knowledge constructive process

    2.3   Prejudice reduction

    2.4   Equity pedagogy

    2.5   Empowering school cultures and social structure

    2.6   Samoan schools as viewed from these characteristics

3.0   Curriculum Transformation

    3.1   Multicultural Education is for all students

    3.2   Challenges to mainstream curriculum

    3.3   School knowledge and Multicultural legacy

    3.4   Transformed Curriculum & Multiple Perspective

    3.5   Reviewing Samoa's curriculum

4.0   School Reform and Inter group Achievement

    4.1   Demographic Trends and Changing workforce

    4.2   Restructuring Schools

    4.3   Increasing Academic Achievement

    4.4   Empowering Teachers

    4.5   The Need for Societal Reform

5.0   Knowledge Components

    5.1   Multicultural paradigm

    5.2   Four knowledge categories

    5.3   Key concepts in Multicultural Education as they relate to Samoa

a) Family structure

b) Life Cycle

c) Roles

d) Interpersonal Relationships

e) Communication

f) Decorum and Discipline

g) Religion

h) Health & Hygiene

i) Celebrations/Holidays

j) Dress and Personal Appears

k) Values

l) Education

m) Work and Play

n) Time and Space

o) Natural Phenomena

p) Arts and Music

q) Expectations and Aspirations

5.4 Key concepts for Studying the Experiences of Ethnic and Cultural Groups relative to Samoa

a) Origins and immigration

b) Shared culture, values, and symbols

c) Ethnic identity and sense people hood

d) Perspective, worldview and frames of reference

e) Ethnic institution and self-determination

f) Demographic, social political and economic status

g) Prejudice, discrimination and racism

h) Intra ethnic diversity

i) Assimilation and acculturation

j) Revolution

k) Knowledge construction

6.0   Teaching with Powerful Ideas

   6.1   The conceptual approaches

   6.2   A conceptual Multicultural Curriculum

7.0   Citizenship Education and Teacher Knowledge

   7.1   Balancing Diversity and Unity

   7.2   Developing Cultural, National and Global Identification

   7.3   Implication for Teacher Knowledge

8.0   Multicultural Benchmarks

   8.1   Values of a Policy Statement

   8.2   Reviewing Policy Statements of Education in Samoa

   8.3   Where do we go from here?

ED380P Introduction to Multicultural Education

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course practicum, students will be able to:

1.1   Determine the dimensions of multicultural education in the target school;

1.2   Identify the multicultural characteristics of the classroom.

1.3   Relate and record multicultural concepts used in teaching i.e. family structure, roles, life cycle, interpersonal relationships, values, etc.

1.4   Identify ethnic and cultural group experiences used in teaching i.e. origins and immigration, ethnic identity, prejudice, dissemination, assimilation, etc.

1.5   Develop a Multicultural Policy Statement for education in Samoa.

Topical Course Outline

Course Outline:

1.0   Week One

    1.1   School Arrangement

    1.2   Classroom/Teacher Selection

    1.3   Meet the Students

2.0   Week Two

    2.1   Review with Mentor Teacher Learning Outcomes for Practicum

    2.2   Prepare Materials for Practicum

3.0   Week Three

    3.1   Observe and Survey School Relative to List of Multicultural Education

        Dimension

    3.2   Prepare Report

4.0   Week Four

    4.1   Review Week Three Reports with Mentor Teacher

    4.2   Observe and Make Final Notes Regarding Dimension and Reactions to

        Findings.

5.0   Week Five

    5.1   Observe and Survey Class Relation to Multicultural Characteristics of the

        Class

    5.2   Prepare Report with Reactions

6.0   Week Six

    6.1   Review Week Four Report with Mentor Teacher

    6.2   Observe and Make Final Notes

7.0   Week Seven

    7.1   Select Six Concepts to Identify in Teaching or Lessons

    7.2   Review Lists with Mentor Teacher

    7.3   Observe, Record, and React to Findings

8.0   Week Eight

    8.1   Review Week Seven Report with Mentor Teacher

8.2 Observe the Same Concepts Ages in the Classroom; Finalize Reaction and Report

9.0 Week Nine

9.1 Select Six Ethnic Experiences to Identify in Teaching or Lesson

9.2 Review Selection in Mentor Teacher

9.3 Observe in Classroom Lessons, React and Record

10.0 Week Ten

10.1 Prepare Three Mini-Lessons in a Subject Matter Integrating Multicultural Concepts or Ethnic Experiences Noted in Observation Reports

11.0 Week Eleven

11.1 Review Mini-Lessons with Mentor Teacher

11.2 Prepare for Mini-Lessons Teaching to a Small Group of Students

11.3 Schedule Lessons with Mentor Teacher

12.0 Week Twelve

12.1 Teach Mini-Lesson

12.2 Debrief with Mentor Teacher

12.3 Record in Portfolio

13.0 Week Thirteen

13.1 Teach Mini-Lesson

13.2 Debrief with Mentor Teacher

13.3 Record in Portfolio

14.0 Week Fourteen

14.1 Teach Mini-Lesson

14.2 Debrief with Mentor Teacher

14.3 Record in Portfolio

15.0 Week Fifteen

15.1 Prepare Practicum Portfolio

15.2 Review with Mentor Teacher

16.0 Week Sixteen

16.1 Mentor Teacher Evaluation

16.2 Turn in Portfolio

Evaluation Methods

Attendance/Participation	10%
Journals	15%
Quizzes	15%
Final Exam	30%
Practicum	30%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: <u>Dr. Salu Hunkin-Finau</u>

Course Alpha/Number: <u>ED 410</u>Course Title: <u>Elementary Social Studies Methods</u>
Check One: __X_ New Course Proposal ____ Course Revision

Total Credits: _4_   Lecture: _X_ Laboratory _X_   Maximum Class Size: __25__

Catalog Course Description
This is a required content/methods course for pre-service and in-service social studies elementary teachers focusing on: 1) Purpose of the Social Studies Program for K-8 students; 2) Organizational Framework of the program per grade level; 3) Knowledge and information on personal and public issues; 4) Thinking, communicating, and working with others to contribute to American Samoa and society abroad.

Rational
This course is designed to provide the prospective teacher with the required content knowledge, skills and processes understanding to become an effective elementary social studies teacher (K-8). This course will focus on developing knowledge and skills relative to the social studies concepts pertinent to ASDOE Content Standards and benchmarks.

Pre-requisite(s)
AA Degree ED IDP, Completed 3rd Year Course Work

Textbook(s) / Reference book(s)	**Special supplies / Equipment**
<u>A Teacher Handbook to Elementary Social Studies</u>. H. et. Al Taba. 2nd Edition, Addison-Wesley Co. 1971 Reading, Mass	
<u>Content Standards and Benchmarks for Social Studies</u>. Pacific ASDOE Curriculum and Instruction, 2003	
ASCD National Standard	

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

<u>Dean of Instruction</u>   <u>Dean of Instruction</u>

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Demonstrate competency in the purpose of the social studies program and its

concepts and skills in history, geography, civics, and government, economics, and

information gathering and processes for K-8 levels.

1.2   Effectively prepare appropriate student lessons and activities using the social

studies framework and content standards for K-8.

1.3   Demonstrate high level of professionalism and confidence in teaching the social

studies skills for data gathering, critical thinking, communication and problem

solving.

Topical course Outline

Course Outline:

1.0   Purpose of the Social Studies Program

    1.1   Developing Knowledgeable and Skilled Citizenry

    1.2   Preparing Citizenry for Interdependent, Complex, and Changing World

    1.3   Apply Knowledge and Information to Personal and Public Issue

    1.4   Contribute to Society Responsibly

    1.5   Review the ASDOE DCI Social Studies Program

2.0   History:

2.1 Chronological Relationships and Patterns

a) Understanding and Knowing how to Analyze Chronological Relationships and Patterns in American Samoa, U.S. and world history.

2.2 Historical Perspectives

a) Understanding Historical Perspective to make Reasoned Judgments and Appreciate History and its Uses

2.3 American Samoa History

a) The Major Ideas, Eras, Theme, Development and Turning Points in American Samoa History.

2.4 United States History

a) The Major Ideas, Eras, Theme, Developments and Turning Points in U.S. History.

2.5 World History

a) Major Ideas, Eras, Themes, Developments and Turning Points in World History

2.6 Comprises of Historical Events in American Samoa, U.S., and the World.

3.0 Geography

3.1 The World in Spatial Terms

    a)   Using Maps, Globes, Tools, and Technologies to Gather, Analyze, and Report Geographical Information.

3.2   Places and Regions

    a)   Identify, Describe, and Compare Physical and Human Characteristics of Different Places and Regions.

3.3   Physical Systems

    a)   Describe the Distributions, Functions, and Characteristics of Ecosystems and Their Impact on Human Populations

3.4   Human Systems

    a)   Identify, Describe, and Compare Different Types of Human Settlement Connections

3.5   Environment and Society

    a)   Understand the Ways Humans Modify and Respond to the Natural Environment

3.6   Uses of Geography

    a)   Using Knowledge of Geography to Underline Relationship Between People, Places, and Environment

4.0   Civics and Government

4.1   Purpose of Government

a) Power, Rights, and Responsibilities Through Governmental Process

4.2 Foundations of the U.S. and American Samoa Government

4.3 The Structure/Organization of the U.S. and American Samoa Government.

4.4 International Relationship and Foreign Policy

4.5 Role, Rights, and Responsibilities of Citizens

5.0 Economics

5.1 Economic Decision Making Resource and Costs

5.2 Economic Systems

a) The Fundamental Characteristics of Economic Systems

5.3 Role of Government in the Economy

5.4 International Trades

a) Why Nations Trade

5.5 Using Graphs, Charts, Statistics, and Other Tools of Economic Analysis

6.0 Skills and Process

6.1 Demonstrate the Application of Problem Solving Techniques

6.2 Develop Research Skills and Decision Making Strategies to Identify Issues and Problems

6.3 Conduct Research and Evaluate Information to Formulate and Defend a Position.

ED410P Elementary Social Studies Methods Practicum

Topical Course Outline

Course Outline:

1.0   Week One

    1.1   Make Contact With Target School

    1.2   Select Mentor Teacher (MT) for Social Studies Practicum

    1.3   Meet Students

    1.4   Prepare Materials for Practicum Portfolio

2.0   Week Two

    2.1   Review ASDOE Content Standards of Social Studies

    2.2   Via Internet, Review the National Content Standards of Social Studies

    2.3   List the Standards Specific of Grade Level Selected

    2.4   Review List With MT

3.0   Week Three

    3.1   Review With MT, the Social Studies Unit Taught in Class

    3.2   Identify and List Texts, Materials and Activities for Social Studies Unit

4.0   Week Four

    4.1   Discuss, Plan and Prepare Unit Lessons Focusing on Samoa With MT

        11.2   Debrief with MT

12.0   Week Twelve

        12.1   Review Lesson Taught with MT

        12.2   Work on Practicum

13.0   Week Thirteen

        13.1   Work on Practicum Portfolio

        13.2   MT Review and Assessment

14.0   Week Fourteen

        14.1   Work on Practicum Portfolio

15.0   Week Fifteen

        15.1   Turn in Portfolio and Evaluation

Evaluation Methods

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>　　　Instructor: <u>Tialuga Seloti</u>

Course Alpha/Number: <u>ED 419</u>　Course Title: <u>Tala ma Fatuga mo Tamaiti</u>
Check One: <u>X</u> New Course Proposal 　<u>　</u> Course Revision

Total Credits: <u>4</u>　Lecture: <u>X</u> Laboratory <u>X</u>　　Maximum Class Size: <u>25</u>

Catalog Course Description
This course surveys children's literature, English and Samoan, with an emphasis on the value of children's literature on education. It is a study of criteria for the selection of children's literature suited to local issues of identity and literacy with a view of other world children's literature. The course text and children's books are adapted to encourage reflective teaching in the classrooms.

Rational
Story telling, fagogo, rhyme verses, and singing are a vital part of Samoan childhood that may be endangered. Fagogo at early childhood sets grounds for a lifetime of oral education and it assimilates in the child an ascribed identity based on family and common narratives. Similarly in the western world, the use of quality literature in early childhood and elementary school classroom enhances cognitive, emotional, and social development. Literature, oral or written, engages the child's imagination while providing substantial content with which to develop essential literacy skills. All K-12 teachers must be familiar with good children literature and know how to integrate it into lessons.

Pre-requisite(s)
ED257, SAM154, PSY150, or Instructor's Approval

Textbook(s) / Reference book(s)　　　　　　**Special supplies / Equipment**
O le Mumua Laau. Carmen Toti. 2002
American Samoa Humanities Council

Fefe i Pili. Apo Sappa-Filiga. 2002
American Samoa Humanities Council

Fiafia uaTaunuu le Manu'a Tele. Ofeira Lokeni.
2003 American Samoa Humanities Council

O le Puagagana. Milaneta Tinitali. 2003
American Samoa Humanities Council

O le Meaalofa a Johnny o le Aso o Tama.
Pita Sunia. 1979 PALM Instructional Publications

Sina ma le Tuna. Samoan Mythology

Laumei ma le Malie. Samoan Mythology

Isumu ma le Fee. Samoan Mythology

Ti'eti'eatalaga. Samoan Mythology

Lata. Samoan Mythology

Aesop's Fables.

American Children's Lit. Ichabod, Paul Revere,
Rip Van Winkle

Oral Fagogo

Balanced Literacy Instruction *A Teacher's
Resource Book*. Kathryn H. Au, J.H. Carrol,
Judith A. Scheu. Second Edition. 2001
ISBN 1-929024-26-6

Negotiating Identities: Empowerment in a
Diverse Society. Jim Cummins. 1996
California Association for Bilingual Education
and Jim Cummins. ISBN 1-889094-00-5

Children and Books. Xena Sutherland and May
Hill Arbuthnot. Eighth Edition. Harper
Collins Publishing. ISBN #-673-46357-5

Reflective Teaching: Becoming an Inquiring
Educator. James G. Henderson. Macmillan
Publishing Company ISBN 0-02-353511-3

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
Department Chairperson   Department Chairperson

_____   _____

Curriculum Committee

_____   _____
Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Describe stages and progression of literacy development and choose literature

        suitable for each stage;

        a) Infancy to Toddler Stage

        b) Preschool to Kindergarten

        c) Elementary Years

1.2   Demonstrate knowledge of reflective teaching;

        a) Helping children to make connections between literature and their

           experiences at home and at church.

1.3   Incorporate child's prior knowledge of oral legends, Bible, and family narratives

        into daily planning of literacy experiences;

1.4   Develop a format of method for collecting and organizing different genres of

        children's English and Samoan literature;

1.5   Integrate children's literature in unit planning and curriculum;

1.6   Demonstrate storytelling skills;

1.7 Select an animated children's film and take a position on educational values thereof or lack of;

1.8 Take a position on affect of video games on children's cognitive and social development;

1.9 Create a literature-rich classroom environment.

Topical course Outline

Course Outline:

1.0 Review Theories of Children's Cognitive, Social, and Emotional Development

    1.1 Erikson's Theory of Psychosocial Development

    1.2 Piaget's Developmental Theory

2.0 Review of Basic Children's Needs (Ch. 1-Sutherland)

    2.1 Security, Love, and to be Loved, to Belong, to Achieve, for Change to Know, for Beauty and Order

3.0 Role and Value of Children's Literature

    3.1 Fictional Characters Resolve Conflicts in Growth

        a) Adventures

        b) Morals

        c) Self-Realization

    3.2 Cognitive Development, Social, and Emotional Development

    3.3 Literacy Development

4.0 Reflective Teaching

4.1   Constructivist Approach

4.2   Fagogo, Bible Stories, Rhymes, Movies, Animated Children's Films

4.3   Bedtime Stories, Video Games

5.0   Genres of Children's Literature and Categories of Children's Books

5.1   Oral Storytelling

5.2   Folklore and Folk Tales

5.3   Adult Narratives Turned Into Children's Favorites (Classicals)

a)   Pocahontas and Smith

b)   The Last of the Mohicans

c)   Arthurian Legends

d)   Gulliver's Travels

5.4   Contemporary Stories-Space Fiction

5.5   Picture, Information and Emergent Literacy Books

5.6   Classical Children's Literature

5.7   Predictable Story Books

5.8   Poetry

6.0   Samoan Children's Literature

6.1   Fagogo-Magical Characters-Ti'eti'eatalaga, Pili, Lata

6.2   Animal Stories-Fee and Isumu, Sina ma le Tuna

6.3   Literacy Elements, Samoan Stock Characters, Values, Themes, Setting, Morals, Etc.

6.4   Poetry-Early Childhood Introduction to Adult Oratory Oral Literature

Evaluation Methods

Attendance	10%
Participation	10%
Written Assignments	20%
Unit Plan	30%
Instructional Material Collection	20%
Final Exam	10%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: <u>Dr. Seth P. Galea'i</u>

Course Alpha/Number: <u>ED 420</u>Course Title: <u>Tests and Measurements</u>
Check One: <u>X</u> New Course Proposal   ____ Course Revision

Total Credits: <u>3</u> Lecture: <u>X</u> Laboratory __ Maximum Class Size: <u>25</u>

Catalog Course Description
This course examines the basic knowledge on the use of measurements and evaluation in the educational process. Primary focus will be given to the theoretical foundations of test and measurement development and its practical application in the construction and evaluation of tests.

Rational
Tests and Measurements is a course designed to provide the prospective teacher with the fundamental understanding of the uses, characteristics, and construction of evaluation instruments in education. This course continues the exploration of the types of tests and evaluation instruments in education. This course continues the exploration of the types of tests and evaluation tools available, considerations in tests selection and test administration previously covered in ED 305. Successful completion of this course will also provide insight into the effective assessment practices that are developmentally and culturally sensitive and appropriate across content areas.

Pre-requisite(s)
Post AA with an emphasis in Teacher Education or permission of instructor.

Textbook(s) / Reference book(s)   **Special supplies / Equipment**
Classroom Assessment for Teachers. Jo D.
Gallagher. First Edition. 1997 Pearson
Education. ISBN: 0-137481-04-7

Rubrics for Elementary Assessment:
Assessment Strategies for All Content Areas.
Nancy M. Osborne. Ringbound Edition.
March 1999 Osborne Press
ISBN: 1-928856-00-4

Classroom Assessment: Concepts and
Application. Peter W. Airasian. Fourth
Edition. McGraw Hill. ISBN: 0-072322-72-1

Approval of Textbook   **Approval for Supplies / Equipment**

_____   _____
Department Chairperson   Department Chairperson

_____   _____
Curriculum Committee   Curriculum Committee

_____   _____
Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Choose assessment methods appropriate for instructional decisions;

1.2   Develop assessment methods appropriate for instructional decisions;

1.3   Administer, score, and interpret the results of both externally produced and teacher-produced assessment methods;

1.4   Use assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement;

1.5   Develop valid grading procedures that use student assessments;

1.6   Communicate assessment results to students, parents and other lay audiences, and other educators;

1.7   Recognize unethical, illegal and otherwise inappropriate assessment methods and uses of assessment information.

Topical course Outline

Course Outline:

1.0   Introduction to Assessment

     1.1   Defining Assessment Terms

     1.2   Assessment Needs in Schools Today

          a)   Workplace Demands

          b)   Demands of the Community

          c)   Implications for Teaching and Learning

     1.3   Standards for Teacher Competence in the Educational Assessment of

         Students

2.0   Assessment Options for Teachers

     2.1   Categorizing Assessment Options

     2.2   Diverse Sources of Assessment Options

          a)   Teacher Developed Assessment

          b)   Commercial Test Publishers

          c)   State-Produced Assessments

          d)   Assessments Produced by Textbook Publishers

     2.3   Assessment Options by Behaviors and Traits

          a)   Student Achievement

          b)   Student Aptitude

          c)   Student Attitude

b) Determining the Appropriate Degree of Achievement of Outcome Specificity

3.7 Creating Paper-and-Pencil Assessments for the Classroom

a) Advantages and Disadvantages of Paper-and-Pencil Assessments

b) Guidelines in Creating Effective Paper-and-Pencil Assessments

c) Determining the Content for Paper-and-Pencil Assessments

d) Determining the Appropriate Number of Items for Paper-and-Pencil Assessments

e) Constructing Well-Designed Items for Pencil-and-Paper Assessments

f) Writing Directions for Paper-and-Pencil Assessments

g) Organizing Items for Paper-and-Pencil Tests

h) Other Considerations for Paper-and-Pencil Tests

3.8 Creating Selected Response Items for Classroom Assessments

a) Two-Choice Items

b) Multiple-Choice Items

c) Matching Items

d) Scoring Selected-Response Items

3.9 Creating Free-Response Items for Classroom Assessments

a) Essay Items

b) Short Answer Items

c)   Scoring Free-Response Items

3.10   Creating Performance and Product Assessments for the Classroom

a)   Understanding Performance and Product Assessment

b)   Guidelines to Construct Well-Designed Performance Assessments

- Determining Purpose

- Determining Skills and Outcomes and Their Taxonomy Level

- Developing Performance Tasks and Appropriate Judging Criteria

- Creating the Scoring Scheme

- Pilot Testing the Assessment

- Revising Performance Assessments

c)   Creating Student Assessors

- Understanding Self-Assessment and Peer-Assessment

d)   Revisiting Validity and Reliability

3.11   Alternative/Authentic Assessments

a)   Understanding Portfolios

b)   Making Decisions Regarding Portfolios

- Identifying the Purpose

- Identifying the Audiences

- Deciding on the Content

- Advantages/Disadvantages of Portfolios

- Guidelines to Implement Portfolios Effectively

3.12   Improving Classroom Assessment

4.0   Communicating Assessment Results to Diverse Audiences

4.1   Describing Assessment Performance Using Measurement Scales

a)   Nominal Scales

b)   Ordinal Scales

c)   Interval Scales

d)   Ration Scales

4.2   Describing Group Performance

a)   Measures of Central Tendency

b)   Measures of Variability

c)   Normal Curve

d)   Outcome/Item-Achievement Charts and Group Performance

4.3   Describing Individual Performances

a)   Measures of Relative Positions

b)   Outcome/Item-Achievement Charts and Individual Performance

4.4   Creating and Using Grading and Reporting Systems

a)   Understanding General Principles of Grading

- Matching Instructional Philosophy with Grading

Practices

- Ensuring Sufficient Reliable Data

- Recognizing Faulty Practices

b) Considerations/Criticisms on Grading

- Grades are Interpreted Differently by Different People

- The Negative Impact on Students

c) Considerations on Achievement, Effort and Other Variables

d) Using Electronic Grade Books

e) Reporting and Communicating Grades Using Alternative
Approaches

Evaluation Methods

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: <u>Dr. Kathleen Kolhoff</u>

Course Alpha/Number: <u>ED 435</u> Course Title: <u>Creative Drama/Integrated Arts</u>
Check One: <u>X</u> New Course Proposal ____ Course Revision

Total Credits: <u>4</u> Lecture: <u>X</u> Laboratory <u>X</u> Maximum Class Size: <u>25</u>

Catalog Course Description
A required content course for pre-professional and in-service elementary education teachers focusing on : 1) Utilizing creative dramatics and theatre as the medium for integrating the visual and performing arts in K-8 subjects such as science, history, language arts, mathematics and geography; 2) Demonstrating creative teaching and learning strategies from music, art, dance, and theatre to motivate students and to enhance their study of school subjects; 3) Developing lesson plans and their effective application for integrating the arts in field settings. This course includes a practicum.

Rational
This is a mandatory course for all prospective teachers and is designed to enhance the teachers' ability to provide quality integrated creative arts instruction, aligned with relevant National Standards, for K through 8 teachers.

Although most English teachers consider drama to be within their domain, drama is used more often as a teaching method in other disciplines. Dramatic techniques, such as role playing and simulations, are well documented in social studies and history, business and vocational, foreign language, counseling and even science classes. According to 1984 reports (by Applebee and Goodlad) dramatic techniques were rarely used to teach language arts. Yet, the literature on classroom drama strongly suggests that there is considerable untapped potential for using drama and integrated arts as a teaching method.

Experts emphasize that using dramatic techniques as a teaching method is not the same thing as teaching theatre. (Bruce Robbins, ERIC Clearinghouse on Reading, English and Communication Digest #32) Theatre is an art form which focuses on the product-a play produced for an audience. Drama in the classroom-referred to as "creative dramatics" to distinguish it from "theatre arts"-is informal and focuses on the process of drama for the sake of the learner, not an audience. Classroom drama is not learning about drama, but learning through drama. Charles Combs ("Theater and drama in education: A laboratory for actual, virtual or vicarious experience, Youth Theatre Journal, Winter 1988) explains:

"While drama is informed by many of the ideas and practices of theater art, it is principally valued as a learning medium rather than an art form, and is governed and validated through criteria other than aesthetics. Informal drama's goals are based on

pedagogical, developmental and learning theory as much or more than they are arts based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer."

Most of the research on drama in the classroom has been done at the primary level, where drama has been found to improve reading comprehension, persuasive writing, self concepts, and attitudes toward others (Pelligrini and Galda, "The effects of thematic fantasy play training on the development of children's story comprehension," American Educational Research Journal, 1982; Gourgey, "The impact of an improvisational dramatics program on school attitude and achievement," American Educational Research Association, 1984; and Wagner, "The effect of role playing on the written persuasion of fourth and eighth graders, ED 285 155, 1987.) In her research with high school students, Renee Clift ("High school students' responses to dramatic enactment," Journal of Classroom Interaction, Winter 1983) found that students using dramatic enactment performed as well as students in traditional lecture, discussion or seatwork modes.

Moreover, they experience more instances of higher order thinking, more topic-specific emotions, decreased apprehension, and less topic-irrelevant thought than students in the non-dramatic mode.

Classroom drama is most useful in exploring topics where there are no single, correct answers or interpretations, and when creative problem solving skills are valued. As Douglas Barnes said, "Education should strive not for the acceptance of one voice, but for an active exploration of many voices."

Pre-requisite(s)
ED300 Educational Foundation, SP153 Public Speaking, ASCC Art/Music/Drama cluster electives

Textbook(s) / Reference book(s)
Bananas and Fifty-Four Other Varieties: AN Book of Activities to do with Kids. Grenough, Esdaile and Wolf, eds., West Haven, CT. 1980 Fairfax Press

Theater Games for the Classroom: A Teacher's Handbook. Viola Spolin. 1986 Evanston, IL: Northwestern University Press

The Creative Dramatics Cookbook: Recipes for Playmaking. Kelley O'Rouke. Yale-New Haven Teachers Institute (available on line)

Special supplies / Equipment
ASCC Fine Arts Department costumes, props, and set pieces

Approval of Textbook   **Approval for Supplies / Equipment**

Department Chairperson   Department Chairperson

Curriculum Committee   Curriculum Committee

Dean of Instruction   Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   To integrate creative dramatics into instructional units in language arts, social

studies, math, and other academic subjects as appropriate;

1.2   To develop methods for facilitating inquiry, curiosity, creativity, and aesthetics in

children through visual arts, music, movement, and drama through 8th grade;

1.3   To transform standard lesson plans in academic subjects into ones that use

creative drama and arts to implement;

1.4   To know teaching and learning theories related to creative drama and arts

education;

1.5   To know methods and materials of contemporary creative dramatics education;

1.6 To demonstrate knowledge of music, visual and creative drama arts in accordance with the ASDOE curriculum guidelines;

1.7 To demonstrate knowledge of classroom safety during all activities;

1.8 To observe, design, and teach creative dramatics lessons with pre-approved plans;

1.9 To know the contributions of the creative arts to the individual society, and to Samoan culture;

1.10 To demonstrate the ability to facilitate children's development and skills in creative expression in accordance with relevant National Standards.

Topical course Outline

Course Outline:

1.0 Classroom Management

2.0 Assessment Techniques

3.0 Practical Considerations When Integrating Creative Dramatics

4.0 Language Arts Applications

    4.1 Storytelling

    4.2 Reading

    4.3 Poetry

5.0 Social Studies Applications

6.0 Math and Science Applications

7.0 Physical Education Applications

8.0 Teaching Content Areas

8.1   Important Life Skills

    a)   Cooperation

    b)   Tolerance

    c)   Using the Creative Arts to Teach Students About the Diversity of Cultures in the World

    d)   Focusing on the University and Uniqueness in all People

9.0   Developing an Appreciation for the Rich Diversity Within Classrooms

    9.1   Learning Styles

    9.2   Socio-Economic Status

    9.3   Cultural Differences

    9.4   Gender Differences

    9.5   Special Needs Children

10.0   Why and How Using the Creative Arts Can Help Individualize Instruction

11.0   Provide Ways to Assess Each Student on a Deeper Level in Order to Determine Special Populations with Regards to Being Able to Participate in Creative Dramatics Activities

12.0   Identify of Create Special Instructional Adaptations to Facilitate Successful Involvement of All Students

Evaluation Methods

Lesson Plans & Unit Activities	20%
Mid-Term	20%
Final	20%
Practicum & Journal	30%
Original Project	10%

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: <u>Education Department</u>   Instructor: <u>Tialuga Seloti</u>

Course Alpha/Number: <u>ED 440</u>Course Title: <u>Teaching Samoan Language and Culture</u>
Check One: <u>X</u> New Course Proposal   ____ Course Revision

Total Credits: <u>4</u> Lecture: <u>X</u> Laboratory <u>X</u> Maximum Class Size: <u>25</u>

Catalog Course Description
This course reviews theories of language acquisition introduced in ED 257 and ED 312. Similarities and differences between literature-based and language-based curricula are surveyed with special focus on the teaching of Samoan at K-12 applying the whole language approach to the Samoan Language teaching. The prescribed English language arts texts used as references are adapted to the teaching of Samoan.

Rational
This course equips in-service and prospective teachers with the skills and knowledge required to be effective teachers of Samoan language and culture. Local and off-island demand for well-trained teachers of Samoan language increases every school year and American Samoa Community College has taken up that challenge in its mission. This course provides training and knowledge of modern day research and pedagogy to meet the need for teaching and maintenance of Samoan Language.

Pre-requisite(s)
ED 257, ED 319, or Instructor's Approval

Textbook(s) / Reference book(s)
O la ta Gagana. Dr. Fanaafi Le Tagaloa
Aiono. 1996

Ta'iala mo Faiaoga o le Gagana Samoa.
ASDOE Curriculum Division. 1997, 2003

Balanced Literacy Instruction *A Teacher's Resource Book*. Au, K., Carroll, J.H. and Scheu, J.S. Second Edition. 2001 ISBN: 1-929024-26-6

Negotiating Identities: *Education for Empowerment in a Diverse Society*.
J. Cummins. 1996 ISBN: 1-889094-00-5

Special supplies / Equipment
Oral Literature Approach. Tialuga
Seloti. Handout

What's Whole in Whole Language?
K. Goodman. Portsmouth, NH:
Heinemann.

O le Kalama o le Gagana Samoa.
Ainslie Soo. March 1999

Utugagana. Ainslie Soo. March
2000

Approval of Textbook	**Approval for Supplies / Equipment**
Department Chairperson	Department Chairperson
Curriculum Committee	Curriculum Committee
Dean of Instruction	Dean of Instruction

Course Objectives in Behavioral Terms

Student Competencies

Upon successful completion of this course, students will be able to:

1.1   Demonstrate knowledge of Samoan language grammar, writing, literature, and

culture;

1.2   Describe characteristics of Samoan language, i.e. culturally embedded, T & K

versions;

1.3   Demonstrate a confidence to teach Samoan language, literature, and culture;

1.4   Identify common misconceptions on Samoan language learning and value;

1.5   Define educator role in linguistically and culturally diverse student communities;

1.6   Form ideas as to the importance of adapting and not adapting language teaching

         methods and approaches;

1.7   Identify core themes and approaches in the American Samoa DOE curriculum on

         Samoan studies;

1.8   Write a comprehensive plan on a unit of teaching of Samoan language and

         culture;

1.9   Write a sample lesson plan from the unit plan following the six common

         elements;

1.10   Identify main agencies or institutions for the learning of Samoan language in the

         community;

1.11   Effectively incorporate community factors of Samoan language and cultural

         knowledge into classroom teaching.

Topical course Outline

Course Outline:

1.0   Review of Samoan Language Grammar and Literature

         1.1   As Taught in ASDOE Texts

         1.2   Morphology, Phonology, Syntax, and Semantics of Language

         1.3   Common Oral Literature as Taught in Public Schools

2.0   Review of Language Acquisition Theories

    2.1   Lev Vygotsky: Social Constructivism (1934)

    2.2   Ken Goodman: Whole Language (1986, 1992)

3.0   Approaches to Teaching of Samoan Language

    3.1   Literature Based Instruction (Au)

        a)   Weaving Literature into the Whole Language Approach

    3.2   Reader's Workshop Approach (Au)

    3.3   Writing Workshop Approach (Au)

    3.4   Oral Literature Approach (Tia)

        a)   Weaving Everyday Social Oral Literature Into Whole Language Approach

4.0   Review Current DOE Samoan Language Curriculum

    4.1   By Grade Levels

    4.2   Samoan Language Policies

        a)   Language of Instruction

        b)   Graduation

        c)   Requirements

        d)   Teacher Certification

    4.3   Misconceptions

5.0   Unit Planning

    5.1   Ref. *Resource Guide for Teaching* by Richard D. Kellough

Evaluation Methods

Attendance	10%
Participation	10%
Written Assignments	20%
Unit Plan	40%
Instructional Material Collection	10%
Final Exam	10%

AMERICAN SAMOA COMMUNITY COLLEGE

Bachelor of Arts in Education

Guidelines and Course Outlines for the

Student Teaching Program

I.   Introduction

A. Forward

The student teaching experiences is known to have the most profound impact on the student as a teacher. As long as teachers learn by teaching, student teaching will continue to be the most important and valued aspect of the teacher education program. While discovering the various roles of the teacher, the prospective teacher begins to acquire an entirely new set of responsibilities, skills, values and attitudes about the teaching profession.

The task of guiding the college student through the student teaching experience is the primary responsibility of the college coordinator, the cooperating teacher and the administrative personnel. The cooperation of all those involved is essential and necessary in providing an optimal, satisfying and rewarding experience.

B. Student Teaching Requirements

Prior to registering for one semester of full-time student teaching (ED 490- 2 credits and ED 491- 10 credits), a student is required to:

1. Complete the required foundations and methods courses with a grade of "C" or better.
2. Have the recommendation of their college advisor/instructor.
3. Have a cumulative grade point average of 2.25.
4. Submit a completed application form for student teaching to the college field work no later than September 30th or Feb 28th for a practicum assignment for the subsequent semester (No Student Teaching in the summer).
5. Be interviewed by coordinator of field services and education faculty

C. Interview for Student Teaching

The purpose of the interview is to enable the students to discuss a variety of topics such as his/her strengths and weaknesses, curricula concerns, geographical needs, grade level preference or any other personal concern which might affect student teaching.

D. Assignment for the Student Teacher

After review and assessment are completed of the student teacher's application, recommendation of cooperating teacher and school location are made to the department of education or the private school system. When this arrangement is completed, the principal and cooperating teacher are invited to an orientation at the American Samoa Community College.

COURSE OUTLINE
ED 490 STUDENT TEACHING SEMINAR

Requirement:

Seminar attendance and participation is mandatory. Seminars missed must be made up. Seminars will be held at the Community College Rm. 19 – Fridays.

General Objectives:

The seminar, taken concurrently with student teaching, is designed to provide opportunities for student teachers to intellectualize their experiences, deepen their insights into the nature of human behavior and the learning process, increase their understanding of themselves and other, improve personal and professional competencies, and develop satisfying interpersonal relationships.

Common problems and experiences are shared and discussed, probable causes and solutions are suggested through the problem solving process, and functional generalizations based on experiences are derived. The discussions are focused on helping the student teachers perceive the relationships between theoretical understandings and their own experiences in the classroom, and to develop a higher level of awareness and insight.

[Note: While student teaching is a major focus during the semester, each student will be expected to spend a minimum of 28 to 30 hours at seminars and twice that much time in outside preparations for seminar. Major requirements for credit include attendance, participation and completion of all assignments. Student teachers are expected to engage in active planning of seminars.]

The seminar sessions include participant presentation, discussions, demonstrations, mini work-shops, lectures, resource speakers, and visits to schools and community resources.

Topical Outline:

Seminar topics are developed cooperatively by the participants and instructor. The objectives are developed in relation to the student teaching experiences. However, the following broad areas have consistently aided in the development of teaching skills:

Seminar 1:   Explanation of Student Teaching program and requirements, and determining schedules.

Seminar 2:   Development of Instructional Techniques and Teaching Skills.

Seminar 3:   Curriculum Development and Planning

Seminar 4:   Writing Unit Plans and Daily Lesson Plans.

Seminar 5:   <u>Human Learning Theory</u>

Motivational Theory: How to cause a student to desire or need to learn.

Reinforcement Theory: How to establish effective human relations.

Retention Theory: How to cause long remembering and fast learning.

Transfer Theory: How to use past learning to cause positive influences on new learning.

Seminar 6:   Organizational Structure: Department of Education

Seminar 7:   Multicultural Education

Seminar 8:   Development of Leadership Qualities

Seminar 9:   Issues and Trends in Education Curriculum:
Relevance vs. Irrelevance

Seminar 10: Community Education

Seminar 11: Individualized Instruction and Mainstreaming

Seminar 12: <u>Evaluation</u>

Instructional Conferences for Professional Growth

Self – Evaluation Skills

Clinical Supervision

Interpersonal Relationships:
     The student teacher will be assisted as needed in establishing positive, open relationships with the people with whom he or she works—the children, the cooperating teacher, the school staff, fellow seminar members and the college coordinator. The student teacher is encouraged to take an active role in developing these relationships. Prior to beginning student teaching the student is expected to initiate a contact with the cooperating teacher. Within the first two weeks of student teaching the coordinator will visit the school to observe how interpersonal relationships are developing. The coordinators urge students to notify them of any concerns. Student teacher/ coordinator conferences can be arranged anytime at the student's school or the instructor's office. Three-way conferences involving the cooperating teacher should be arranged as desired by the student teacher, the cooperating teacher or the coordinator.

The coordinator's written evaluation of their observations of the student teachers will emphasize positive reinforcement and give student teachers and cooperating teachers written records of their actions while further emphasizing the coordinators and helping role. The coordinators will strive to keep their schedules open enough to respond to any emergency request for help.

Classroom Management:

Your teaching style will be reflected in how you manage the dynamics of classroom management. Some of you will have no difficulties at all while others will feel varying degrees of frustration. Seminar handouts and discussion will address this topic. Establishing a positive classroom climate and other constructive means contribute toward an overall effectiveness in this area. If the need arises your cooperating teacher and I will discuss alternatives with you.

Integration of Theory and Practice:

Student teaching provides the major opportunity for you to apply the skills and knowledge gained from your course work. In seminars, you can reaffirm or question whether theory and practice integrate by sharing examples from your teaching. Sharing teaching strategies and ideas with your peers in seminar is encouraged. A number of seminar handouts are distributed which provide information on teaching strategies and important educational issues.

Visits to other schools and to community resources such as the Teacher Education Center and the College Early Childhood Education (ECE) center assist you in becoming a more effective teacher. It will then be up to you to utilize all of these resources.

Teacher as a Professional person

Teaching as a profession will be respected only if our attitudes and actions merit it. To have free and open discussions in seminar we must all maintain professional confidentiality and judgment. This should also hold true of confidential information about your students that your cooperating teacher shares with you as a fellow teacher. Seminar discussions will help clarify the role of the teacher.

Expectations and Assignments:

Attendance and participation are essential to the seminars. Therefore, please use the seminar schedule in planning field trips, etc. During most of the semester we will meet for two hours weekly.

Assignments for the two credit course are geared to enhance your student teaching experience. Therefore, please try to use assignments as a means of helping you in your teaching.

A.   Autobiography of 2-3 pages, double-spaced.

B.   Professional readings

Select a test, article, or handout on education which you have not read before and be prepared to give a 3 minute oral sharing of highlights and relate it to your teaching.

C.   Turn in a unit lesson plan including daily lesson plans with your evaluation and that of your cooperating teacher.

D.   Select a project of your choice using Reinforcement Theory. The project must be relevant to your knowing students or improving your teaching.

E.   Be responsible for leading a seminar session on one topic of interest to our group.

Philosophy Assignment:

Write a paragraph or two on each of the following: **My Philosophy on Education** and, **My Philosophy of Classroom Management and Discipline**.

Evaluation:

While student teaching is the major focus of the semester, the student teacher should remember 28-30 hours should be spent in seminar and twice that much time spent outside of seminar preparing. Major requirements for credit are attendance and participation and completion of assignments. It is the responsibility of the student teacher to actively contribute to the discussion of seminars so that they will enhance and support the student teaching experience as much as possible. Without input, the coordinator is left to assume the responsibility for seminar content and can only hope it is relevant to the majority

On the basis of student evaluation, the seminar activities for the following semester are adjusted.

AMERICAN SAMOA COMMUNITY COLLEGE

COURSE APPROVAL FORM

Department: _Education Department_   Instructor: _Dr. Vena Sele_

Course Alpha/Number: _ED 491_   Course Title: _Student Teaching Practicum_

Check One: X New_ Course Proposal   _____ Course Revision

Total Credits: _10_   Lecture _X_   Laboratory _____   Maximum Class Size: _25_

Catalog Description:

The student teaching experience is designed to nurture behaviors (skills and attitudes) that contribute towards excellence in teaching. Student teaching is a continuous sequence of learning experiences involving the student teacher in responsible participation and teaming with the cooperating teacher. It is a time during which various teaching-learning methods, strategies and styles are tried and tested. Extensive and intensive opportunities are provided to assure appropriate experiences throughout the practicum.

Course Rationale:

The student teaching experience is known to have the most profound impact on the Education major. Inasmuch as teachers learn by teaching, student teaching will continue to remain as the most important and valued aspect of the teacher education program. Student teaching is the time when the prospective teacher develops the "elusive something" from direct experiences in the school setting, which cannot be included in college courses. While discovering the multifaceted role of the teacher, the college student begins to acquire an entirely new set of responsibilities, skills, values and attitudes about a profession.

Prerequisites:

Please check Guidelines and Course Outlines

Teaching Methodology:

The personal and professional growth of the student teacher is not determined by a set number of experiences. Rather, it is the time spent to clarify and understand principles of learning and behavior as well as the psychological implications associated with the total learning process. It is the time spent in effective communication with people, and really listening to what is being said.

It is through participation in a variety of experiences and the reliance of personal resources that each student teacher develops feelings of success and confidence. The assumption of responsibilities allows the student teacher to experience the processes of teaching and learning and become more confident in managing small and large groups and individuals.

Learning Outcomes:
During the semester of supervised teaching, the student teacher has the opportunity to incorporate theory into practice while developing competence in:

... assessing and providing for students' physical and, social-emotional and, and intellectual needs individually and/or in group situations;

... assuming the responsibilities required of the classroom teacher;

...demonstrating attitudes leading toward continuous growth in professional skills and competencies;

...relating to students and adults (e.g. faculty, staff, parents, and other professionals);

... perceiving self positively and moving toward become a self-actualizing person.

Topical Course Outline:
1.0   Toward Assuming the Role of the Teacher
     1.1   Principles of Teaching and Learning
     1.2   Competencies of teaching
     1.3   Making teaching generalizations
     1.4   Assuming lesson delivery responsibilities
2.0   Suggested Sequence during Student Teaching 2.1 Observation
         2.1.1   Aesthetic environment and experiences
         2.1.2   Location of materials, resources, equipment, and supplies
         2.1.3   Schedule, routines, and pacing
         2.1.4   Interest centers
     2.2   The Cooperating Teacher
         2.2.1   Planned objectives and procedures to provide students relevant, worthwhile experiences
         2.2.2   Manner of class organization
         2.2.3   Effectiveness of communication skills
         2.2.4   Handling of unexpected situations and student-teacher rapport
     2.3   The Learners
         2.3.1   Physical health and well-being
         2.3.2   Developmental levels
         2.3.3   Individual learning styles and needs
         2.3.4   Peer culture
         2.3.5   Self discipline
3.0   Assistance and Participation
     3.1   Routine Activities
     3.2   Teaching situations
4.0   Formal Solo Teaching
5.0   Planning
     5.1   Considerations in writing a plan
         5.1.1   Statement of objectives, goals
         5.1.2   Materials of instruction
         5.1.3   Procedures
         5.1.4   Allowances for student involvement
         5.1.5   Varied activities
         5.1.6   Evaluative methods

Evaluation:

Evaluation of the student teacher involves describing both professional and personal competencies. The major responsibility for evaluation rests with the cooperating teacher (CT) who has spent more time working with the student teacher than any other professional, has knowledge and understanding of the learning environment, and is in the best position to observe the student teacher's performance.

Evaluation of the student teacher is a cooperative process which involves the student teacher, the cooperating teacher, and the college coordinator.

Forms are attached for the evaluation part of the student teaching practicum.

American Samoa Community College
Teacher Education Department
College Coordinator's Evaluation of Student Teaching

_____
Student Teacher

_____
School

_____
ASCC Coordinator

Fall _____ **Spring** _____

Signatures

_____
Reviewed by Student Teacher   **Date**

_____
College Coordinator   **Date**

American Samoa Community College	COOPERATING TEACHER Student Teaching Evaluation

Please Print:

Student Teacher _____

Social Security Number _____

School _____

Date _____

Cooperating Teacher _____

Please rate the student teacher by marking an "X" in the appropriate box to indicate the performance rating for each item.

1 = Unacceptable
2 = Below the Acceptable
3 = Acceptable

4 = Above the Acceptable Standard
5 = Outstanding

	1	2	3	4	5
1. Communication					
2. Teaching Effectiveness					
3. Planning/Organizing					
4. Teaching					
5. Content					
6. Supervision and Control					
7. Assessment/Diagnosis					
8. Interpersonal Relationship					
9. Professionalism/Commitment to Teaching					
10. Liking and Respect for Students					
11. Ability to Learn					

Overall Rating:

Consider the complex relationship of the elements above and the demands of teaching in deriving your overall rating of the student teacher's potential to become an effective teacher.

| 1 | 2 | 3 | 4 | 5 |

Grading:

The grading of student teacher will be on the Credit No-Credit system. The 3-way evaluation by the coordinator, cooperating teacher, and student teacher will determine the pass or final status of the student teacher.

THE
AMERICAN SAMOA BACHELORS
OF
EDUCATION PROGRAM

APPENDIX

AMERICAN SAMOA COMMUNITY COLLEGE

MEMORANDUM OF UNDERSTANDING

ASCC-EDUCATION
DEPARTMENT

MEMORANDUM OF UNDERSTANDING

A PARTNERING UNIVERSITY

AND

AMERICAN SAMOA COMMUNITY COLLEGE

This Memorandum of Understanding establishes an agreement between a partnering university, and the American Samoa Community College, hereinafter referred to as "ASCC".

A. The Parties to this MOU are in full agreement:

1. That the performance period of this MOU shall be renewable annually effective on its anniversary date;

2. That the Bachelors of Education Program require a joint commitment and effort by the *partnering university* and ASCC;

3. That the needs for a Bachelors of Education Program for American Samoa have already been assessed, and that these needs, as identified by ASCC, do exist;

4. That a Bachelors of Education Program developed to address these needs be responsive, comprehensive and implemented in the most efficient and effective manner in order to achieve optimum results for American Samoa;

5. That the guiding principle for the Bachelors of Education Program for American Samoa be relevant for advancing interest in, and awareness of Samoa and the Pacific region including

perspectives of Samoa and its culture;

6. That the parties hereby agree that no qualified person shall, on the basis of race, color, creed, national origin, physical condition, sex or age, be excluded from or denied participation, or otherwise be subject to discrimination under any activity performed pursuant to this Agreement;

7. That the parties hereby agree that any changes or alterations to this MOU must be made through written and mutual consent of both parties;

8. That the parties, contractors and all subcontractors at all levels, shall provide all information and reports, and shall allow audit inspection and access to financial books, records, and accounts relating to this MOU, to the Public Auditor of American Samoa.

B. **In full cognizance of the above, and in order to achieve the common intent of the *partnering university* and the ASCC, the parties herein agree as follows:**

I. The *partnering university* will:

1. Review the teacher education needs of American Samoa to ensure that the Academic Plan for Teacher Education respond appropriately to these needs;

   a. Oversee the formulation of the Academic Plan for Teacher Education in American Samoa which defines the goals, provides the content and methodology of the curriculum, and including the recruitment and admission of students;

   b. Review reports of existing and required resources (faculty, classroom, lab school, library, educational technology, etc.,) to ensure that these resources support the proposed

bachelor's in education program.

2. Recommend a most appropriate course of action or approach to expand teacher education opportunities which would respond to American Samoa's need;

3. Recommend a most appropriate course of action for ASCC to obtain the necessary faculty and funding for institutionalizing the degree program, and;

4. Review, assess, and report the progress of this program annually;

5. Provide the necessary professional personnel to execute this MOU;

6. Meet all program deadlines in a timely manner;

7. Set up regular scheduled meetings with ASCC to confer, discuss, and advise program personnel on matters pertaining to the program;

8. That the *Partnering University* agree to be the mentoring university for the Bachelors of Education Program for American Samoa, until such time that the program has become institutionalized.

II. The ASCC will:

1. Compile, review, and report all assessment data related to the Academic Plan for the proposed bachelor's in education program;

2. Submit all necessary reports which defines the program goals, philosophy, design, curriculum, and methodology including reports relative to recruitment and admissions of prospective students for the program;

3. Develop the Associate Arts Individual Degree Plan (IDP) for all prospective elementary education majors which will meet and fulfill the transfer requirements of the *partnering university*;

4. Improve the pre-education offering of the two year Associate of Arts Program to facilitate entry into the professional certification program;

5. Appoint a full time ASBEP Administrator who will be responsible to the Dean of Instructions for the scheduling of elementary education degree program courses, including , but not limited to, the proper utilization of finances, timely reports and assessments as required;

6. In consultation with the *partnering university*, conduct articulation discussions with the *partnering university*, and other institution of higher education, as appropriate, in the development and implementation of the Bachelors of Education Program;

7. Initiate accreditation procedures for the Bachelors of Education Program through the Western Association of Accreditation, both Junior and Senior Commission;

8. Ensure that all key stakeholders from the community are aware of and participate in the development of this program;

9. Provide timely information endorsed by the *partnering university* to inform the community of the progress of this MOU and the program;

10. Meet payment obligations as scheduled.

Amendments and Notices:

Amendments to this MOU must be made in writing as may be agreed with mutual consent of the *partnering university* and ASCC. In the event of any dispute in the interpretation, development, implementation, and or execution of each party's responsibility, the parties will meet and discuss and resolve the dispute.

All notices under this MOU shall be in writing and shall be addressed as follows:

Address of *Partnering University*   American Samoa Community College
                                              P.O. Box 2609
                                              Pago Pago, AS 96799

Any party may change such addresses by giving written notice to all parties.

The individual signatures appearing below represent the authorized officials responsible for maintaining and binding the organizations to this MOU.

PARTNERING UNIVERSITY   AMERICAN SAMOA COMMUNITY COLLEGE

_____   _____
REP. FOR PARTNERING UNIVERSITY   DR. ADELE M. GALEA'I, President

_____   _____
DATE   DATE

American Samoa Community College

Memorandum of
Understanding

ASCC-EDUCATION
DEPARTMENT

BETWEEN: DEPARTMENT OF EDUCATION/EARLY CHILDHOOD
EDUCATION AND AMERICAN SAMOA COMMUNITY COLLEGE

MEMORANDUM OF UNDERSTANDING

BETWEEN

DEPARTMENT OF EDUCATION

EARLY CHILDHOOD EDUCATION (DOE/ECE)

AND

AMERICAN SAMOA COMMUNITY COLLEGE (ASCC)

This Memorandum of Understanding (MOU) is entered into by and between the

AMERICAN SAMOA DEPARTMENT OF EDUCATION, EARLY CHILDHOOD EDUCATION DIVISION, hereafter referred to as ASDOE/ECE, and the AMERICAN SAMOA COMMUNITY COLLEGE EDUCATION DEPARTMENT, hereafter referred to as ASCC/ED; and

WHEREAS, the purpose of ASDOE/ECE Professional Development Program is to increase the number trained and certified teachers teaching in ASDOE/ECE Centers; and

WHEREAS, the ASCC Education Department is the training provider in the area of Early Childhood Education, Special Education and Elementary Education; and

WHEREAS, the intent of this MOU is to design an Individual Certificate Plan of courses that will be recommended as the Early Childhood Teacher Certificate. The ASCC will continue to provide opportunities for training and technical assistance to Early Childhood Teachers to improve the quality of

education and child care for young children, including those with disabilities, and their families in American Samoa; and

NOW THEREFORE, be it known that both agencies agree, as applicable to the following:

SECTION 1

ASCC/ED shall:

A. Provide five Education college courses (45 or more contract hours each). These Education Courses will be provided through the Education Department that may offer Continuing Education Units or Regular College Credits;

B. Students entering the Certification Program testing below ENG90 will receive CEU credits at successful completion of the course. ASCC will matriculate CEU credit for Regular College Credit when all requirements are met and at students request;

C. Offer the following courses to American Samoa Department of Education (ASDOE) Early Childhood Education (ECE) Teachers. The following courses will serve as the ASDOE/ECE Early Childhood Education Certificate;

    1. ECE150 Parenthood Education

    2. ECE151 Guiding and Nurturing ECE

    3. ECE152 Health, Safety and Emergency First Aid & CPR

    4. ED215 Introduction to Exceptional Child

    5. PSY250 Human Growth and Development

D. Provide course guide, syllabus and instructor ;

E. Provide two (2) courses Fall and Spring and one (1) during Summer;

F. Allow and approve ECE Certificate Courses to be administered an instruction format;

G. Offer courses at off-campus location in accordance with ASDOE/ECE request;

H. Award regular college credit, or continuing education unit (CEU) to those who   successfully pass;

I. Monitor all Class Roster, Attendance, Placement Exam Scores, Student Evaluations, and   all Instructional Materials.

SECTION 2

DOE/ECE shall:

A. Provides a list of participants eligible to enroll in the College Courses;

B. Pay ASCC for cost of implementation as per the following fee schedule:

   ◉ $600.00 Credit

   ◉ $10.00 English Placement Fee (One time fee per student)

   ◉ $30.00 per student registration Fee (courses taught over 3 semesters)

C. Process full payment to ASCC upon receipt of complete student Registration to include Tuition, Placement Fee, Student Registration Fee, All payments must be processed within 30 days;

D. Designate a liaison to serve as the DOE/ECE coordinator to act as point of contact for all communication between ASCC and DOE/ECE;

E. Conduct monitoring activities to ensure compliance with MOU and Scope of Work;

F. Prepare an assessment report of the project, which summarizes activities conducted, strengths and weaknesses, and recommendations offered within 30 working days of termination of project.

SECTION 3

TERMS OF AGREEMENT:

1. This MOU will commence upon January 1, 2003 for a period of one (1) year ending on December 31, 2003;

2. The laws of the Territory of American Samoa govern this MOU;

3. Payment of services will be processed in accordance with the Independent Contractor and Service Contract between ASG DOE/ECE and ASCC;

4. Courses will be listed with ASTEP Courses and will be taught under the same format of Registration. Course Scheduling pending the MOU and Contract is signed by Dr. Adele Galea'i and Dr. Lui Tuitele;

5. The total cost of this MOU will not exceed $12,700 within a one (1) year period;

6. Either party upon thirty working days' written notice to the other may terminate this MOU;

7. DOE/ECE will pay ASCC for services provided to the authorized number of participants based on the agreed fee schedule.

SECTION 4

AMENDMENTS AND NOTICES:

Amendments to this MOU must be made in writing as may be agreed with mutual consent of DOE/ECE and ASCC. In the event of any dispute in the interpretation, development, implementation and/or execution of each party's responsibility, the parties will meet and discuss and resolve the dispute.

All Notices under this MOU shall be in writing and shall be addressed as follows:

Director
Department of Education
Early Childhood Education
Pago Pago, American Samoa 96799

President
American Samoa Community College
P.O. Box 2609
Pago Pago, American Samoa 96799

Any party may change such addresses by giving written notice to all other parties.

SECTION 5

The individual signatures appearing below represent the authorized officials responsible for maintaining and binding the organizations to this MOU.

IN WITNESS WHEREOF, the parties hereto have executed this MOU on this 31st day of December, 2002.

DEPARTMENT OF EDUCATION   AMERICAN SAMOA
EARLY CHILDHOOD EDUCATION   COMMUNITY COLLEGE

_____   _____

Dr. Lui Tuitele, Director   Dr. Adele M. Galea'i, President

_____   _____

Date   Date