

# ASCC Teacher Education Department

2009 Summer Lab-School Proposal

Submitted by Sonny J. Leomiti





*American Samoa Community College*  
*Teacher Education Department*  
PagoPago, AS. 96799  
(684) 699-9155 ext. 431

February 9, 2009

To: Dr. Lina Galeai Scanlan  
Director, ASCC Teacher Education Dept.

Fr: Sonny J. Leomiti  
Faculty/Field Coordinator

Subject: Summer Lab-School Proposal

Dear Dr. Scanlan,

The Teacher Education faculty kindly submits a proposal for the establishment of a Summer Lab-School to demonstrate the application of course theory and pedagogy for pre-service teachers currently enrolled in the Bachelors program. The proposal will facilitate the expected department learning outcomes in alignment to the Standards of the American Samoa Department of Education (ASDOE) pending the implementation of the following courses:

- ED 335- Science Methods
- ED 335(P)- Practicum
- ED 340- Assessing Student Learning

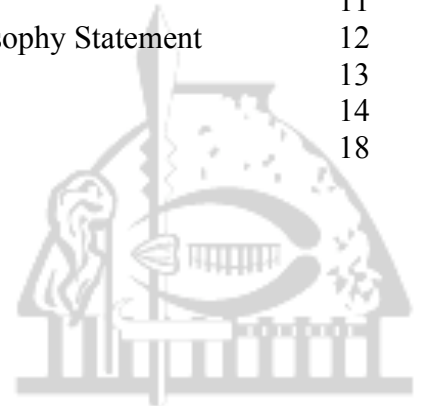
Proposal: The Summer Lab-School in a joint partnership with the administration of Pava'ia'i Elementary School proposes to provide a Summer Lab-School teaching and learning practicum for students in elementary, middle school and for pre-service teachers. The Summer Lab-School plans to address a theme entitled "Exploring the World Around You" facilitating the essential understanding-Engaging, *Observing, Experimenting, Communicating, Inferring, and Evaluating are the actions that defines a determined Scientist.* The theme in alignment with the current ASCC Ed 300 level courses offered during the summer session for the four-year program will address the inclusion of the American Samoa Department of Education content standards for 'Science' in alignment to pedagogy, demonstrating a variety of pragmatic strategies that will pique the teaching of science in today's classroom. A combination of formal curriculum and hidden (informal) curriculum will be addressed in the instructional delivery for the proposed Summer Lab-School addressing both Vision and Mission statements of the ASCC Teacher Education Department and Pava'ia'i Elementary School. Please find attached to this document a full description of the Summer Lab- School Proposal.

Fa'afetai,

*American Samoa Community College*  
*Teacher Education Department*  
*PagoPago, AS. 96799*  
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## **I. Introduction:**

As educators, our goals are focused on the processes of student learning. Our commitment to our profession has led us to develop innovative ways to teach students how to learn. Educators who have dedicated their time to educate people and students must be cognizant that he or she will provide each student with the challenges of life through content and methodology. Hence, a teacher will not be able to accommodate the many responsibilities to nurture and develop a student in becoming a responsible and informed citizen, if he or she does not attain the knowledge of one who is educated. To address the importance of ‘teaching’ and ‘learning’, the American Samoa Community College Teacher Education Department emphasizes its mission 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 21<sup>st</sup> century facilitating the importance of the following indicators:

- 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;
- Teaching content areas and the fundamental principles, theories and methodologies in elementary education
- Demonstrates competencies in the traditional and transitional perspectives of the Samoan culture/language and their implication in teaching and learning;
- Incorporates the utilization of technology towards instruction as an instructional tool for learning.

## **II. Vision Statement:**

### ASCC Teacher Education Department Vision Statement:

The TED Vision 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.

### Pava’ia’i Elementary School Vision Statement:

The administration, faculty, and staff of Pava’ia’i Elementary School envisions an institution of learning where students enjoy learning as a cornerstone of life to prepare themselves successfully in any career path they choose in the future.

As partners, both entities share the same interests to provide students with meaningful learning experiences directly and indirectly to accommodate the need for instructional delivery and for student academic achievement in each of the disciplinary core content areas.



### **III. American Samoa Teacher Standards:**

#### **A. Competence in Content & Pedagogy:**

The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teachers and can create learning experiences that make these aspects of subject matter meaningful for students.

#### **B. Competence in the Samoan Language, History, and Culture:**

The teacher is competent and skillful in utilizing the Samoan language, history, and culture as a responsive teaching foundation to enhance learning.

#### **C. Technology:**

The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

#### **D. Diversity:**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#### **E. Designs and Provides Meaningful Learning Experiences:**

The teacher consistently plans and implements meaningful learning experiences for students.

#### **F. Assessment:**

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

#### **G. School and Community Relationships:**

The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

#### **H. Professional Development:**

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

To attentively address the demands of the American Samoa Department of Education, the Teacher Education Department will emphasize the acquisition of ASDOE standards and benchmarks in the designing of science-based lessons and assessments from a research-based approach.

#### **IV. Theme:**

The proposed theme “Exploring the World Around You” was established to accommodate the courses offered by the Teacher Education Department for the 2009 summer session:

- ED 335- Science Methods: emphasizes the utilization of research-based readings, case studies, technology, and school-based practicum to educate pre-service and in-service teachers about K5-8 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.
- ED 340- Assessing Student Learning: 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. Assessment and the use of rubrics and other forms of assessment will also be explored.

Based on the stated theme, integrated lesson plans/thematic units will be developed focusing on the processes of science instruction.

#### **V. Essential Understanding:**

Focusing on the scientific processes spearheading the inquires of science, the Summer Lab-School will address “Observing, Experimenting, Communicating, Inferring, and Evaluating are the actions that defines a determined Scientist” as its essential understanding allowing mentor and student teachers to develop lessons through the integral processes of curriculum and instruction. Mentor teachers will demonstrate competencies towards planning instruction through the inclusion of science standards, as well as standards from the other content disciplines to provide meaningful learning experiences for students, pre-service, and in-service teachers.

#### **VI. Goals:**

To address the needs of today’s learners, the Teacher Education Department in a joint partnership with Pava’ia’i Elementary School emphasizes the importance of the following skills:

- Evaluates resources and curriculum materials for appropriateness of curriculum and instructional delivery; *(S1:I7)*
- Applies methods of inquiry that are central to science-based curriculum; *(S1:I5)*
- Engages students to interpreting ideas from a variety of perspectives; *(S1:I4)*
- Utilizes technology to the delivery of standard-based instruction; *(S3:I1)*
- Applies technology to data-driven assessments of learning; *(S3:I4)*
- Designs instruction to students; stages of development, learning styles, strengths, and needs; *(S:4:I1)*
- Selects approaches that provide opportunities for different performance modes; *(S4:I2)*
- Adjusts instruction to accommodate the learning differences or needs of students; *(S4:I4)*
- Selects, constructs, and uses assessment strategies appropriate to learning outcomes. *(S5:I1)*

## VII. American Samoa Department of Education Standards:

The American Samoa Department of Education content standards for science will be the center for instruction during the six weeks duration of the Summer Lab-School. The selection of indicators per content standard and benchmark will be given to the discretion of the mentor teachers for planning and implementing, not limited to the content standards and benchmarks for other content disciplines.

- **Standard 1: Scientific Enterprise**
  - Benchmark 1.1: Understand science as an endeavor for learning how the world works;
  - Benchmark 1.2: Understands that scientific knowledge changes over time;
  - Benchmark 1.3: Understands the relationships between science, technology, and society.
- **Standard 2: Scientific Inquiry**
  - Benchmark 2.1: Uses a variety of tools and techniques to collect scientific information;
  - Benchmark 2.2: Uses a variety of methods to communicate and interpret scientific information;
  - Benchmark 2.3: Designs and conducts scientific investigations.
- **Standard 3: Earth and Space Science**
  - Benchmark 3.1: Understands celestial bodies;
  - Benchmark 3.2: Understands the motion of the Earth and Moon;
  - Benchmark 3.3: Understands the Earth's structure and scale;
  - Benchmark 3.4: Understands natural changes in the Earth's environment, surface, and atmosphere;
  - Benchmark 3.6: Knows the tools that humans use to understand the Earth and the universe;
  - Benchmark 3.7: Understands the physical properties of rocks, minerals, and soil;
  - Benchmark 3.8: Knows natural and human-induced hazards.
- **Standard 4: Physical Science**
  - Benchmark 4.1: Understands the properties and changes in the properties of matter;
  - Benchmark 4.2: Understands energy forms, transformations, and entropy;
  - Benchmark 4.4: Understands electricity and magnetism;
  - Benchmark 4.5: Understands the nature of the atom, elements, compounds, and mixtures;
  - Benchmark 4.6: Understands Newton's Laws of Motion;
  - Benchmark 4.7: Understands the characteristics of waves.
- **Standard 5: Life Science**
  - Benchmark 5.1: Understands structure and function in cells and organisms;
  - Benchmark 5.2: Understands concepts related to heredity and reproduction;
  - Benchmark 5.3: Understands biological evolution and the diversity of life;
  - Benchmark 5.4: Understands relationships among organisms, and between organisms and their environment;
  - Benchmark 5.5: Understands important concepts related to the human organism.

**VIII. Assessment:**

The instructor(s) from the Teacher Education Department will address assessing pre-service/in-service teacher participation to facilitate course competencies. Course requirements will be addressed in the course syllabus including expectations for practicum requirements. All formal observations by the instructor, field coordinator, and mentor teacher will be done using the observation form attached to this proposal. (see Appendices p. 14)

**IX. Budget:**

Line Item		Expense	Income	Comments
<b>EXPENSES</b>				
<i>Contracted Services</i>		\$3,900.00	-----	
2	Mentor Contracts	\$2,800.00	-----	
1	Site Principal	\$1,100.00	-----	
<i>Transportation</i>		-----	-----	
1	Vehicle to transport Instructors	-----	-----	
<i>Food</i>			-----	
	Students Meal Plan	-----	-----	Arrangements in process
<i>Supplies</i>		\$694.70	-----	
6	Packages of construction paper	\$78.00	-----	Summer Lab-School Materials for Teachers and Students.
4	Sets of Permanent Markers	\$60.00	-----	
1	Box of Bristol Boards/Poster Paper	\$65.50	-----	
4	(8) Pack set of Scissors	\$80.00	-----	
20	Glue Sticks/Bottles	\$25.00	-----	
8	Bulletin Board Border Strips	\$32.00	-----	
8	Boxes of Pencils	\$32.00	-----	
2	Sets of Highlighters (8 pack)	\$33.00	-----	
2	Electric Sharpeners	\$40.00	-----	
4	Packages of Line Paper	\$20.00	-----	
2	Stapler	\$40.00	-----	
4	Boxes of Stapler Pins	\$8.40	-----	
2	Case of Manila Folders	\$24.20	-----	
2	Boxes of Pens (1 black ink/1 red ink)	\$4.60	-----	
2	Record Books	\$30.00	-----	
4	Packages of Napkins	\$20.00	-----	
2	Brooms	\$20.00	-----	
2	Mops	\$40.00	-----	
8	Bottles of Clorox Wipes	\$42.00	-----	
<i>Miscellaneous</i>		\$300.00	-----	
	Unforeseen Expenses		-----	
<b>Totals:</b>		<b>\$4,894.70</b>	<b>-----</b>	



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**Student Application Form**

**Part I:**

Type or print using blue or black ink only.

Full Legal Name :( Begin with First Name)		Date of Birth:		School you are attending:	
Grade Level:	Gender:	Mother's Name:	Father's Name:		Home Phone:
Person to Contact in Case of Emergency:			Contact's Home #:	Contact's Work #:	Contact's Mobile #:

**Part 2:**

On the lines provided below, please indicate if your child has been previously been diagnosed with asthma, high blood pressure, or have been prescribed any kind of medication by a licensed doctor.

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**Office Use Only:**

School Consortium	<input type="checkbox"/> FETU I SASA'E	<input type="checkbox"/> SEGAULA	<input type="checkbox"/> AIGA POTOPOTO
	<input type="checkbox"/> WESTERN FAUTASI	<input type="checkbox"/> TAUTAI A'E MATA PALA	
Student ID #:	_____	Screening #:	_____
		Screen Date:	_____
Screened by:	_____	Reviewed by:	_____
		Date:	_____
ETH:	_____	Student Code #:	_____

I hereby give my permission as the legal guardian that the information listed above (other than telephone, and D.O.B) of my child, may be shared with persons interested in promoting the ASCC Summer Lab-School. I also acknowledge that if my child is selected as a participant/student I will ensure that my child will fulfill the obligations inherent as a student of the Summer Lab-School. The enclosed signature will indicate that I fully understand the information provided on this form.

\_\_\_\_\_  
 Student Name (Please Print)

  X   \_\_\_\_\_  
 Signature of Legal Guardian



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**Pre-Service Teacher Expectation Checklist when attending Summer Lab-School:**

**Behaviors:**

- Successful student teachers are professional in their relationships with students, administrators, supervisors, other teachers, and support staff. They abide by The Teacher Performance Standards of American Samoa, and exhibit the following behaviors as they assume their responsibilities;
- Conduct that reflects maturity, good judgment, diplomacy, and high ethical standard;
- Appropriate relationships with students;
- Confidentiality regarding all information concerning individual students;
- Adherence to all local school policies while they are assigned to the school;
- Appropriate professional appearance. Professional dress is based on good grooming and appropriateness for the teaching assignment. All schools have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of teacher, for students, and for education;
- Communicate respectfully with all persons;
- Refrain from allowing personal problems to interfere with classroom teaching;
- Demonstrate a willingness to share your ideas with professional colleagues;
- Avoid involvement in school politics or gossip about teachers, administrators, students, or parents.





# Pava'ia'i Elementary School

HOME OF THE FALCONS



## **Mission Statement:**

*It is our mission to provide the best education, services, and resources available at our disposal to generate positive learning for our students.*

## **Vision Statement:**

*We envision our school as an institution of learning where students enjoy learning as a cornerstone of life to prepare themselves successfully in any career path they choose in the future.*

## **School Philosophy:**

*Every student can learn regardless of their different learning abilities.*

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Principal- Mrs. Loretta Ainuu

VP Elementary- Ms. Delegato Fuimaono

VP Middle School- Mrs. Fa'aeseina Magalei Stevenson





# Pava'ia'i Elementary School

## Proposed Bell Schedule:

<b>Summer Lab-School Daily Schedule:</b>	<b>8:00am – 8:05am</b>	<b>First Bell/Roll Call</b>
	<b>8:05am – 9:15am</b>	<b>Reading</b>
	<b>9:15am – 10:00am</b>	<b>Implementation of thematic lesson/unit</b>
	<b>10:00am – 10:30am</b>	<b>Lunch</b>
	<b>10:30am – 11:15am</b>	<b>Implementation of thematic lesson/unit</b>
	<b>11:15am – 12:00pm</b>	<b>Implementation of thematic lesson/unit</b>
	<b>12:00pm</b>	<b>Dismissal Bell</b>
	<b>12:30pm – 1:00pm</b>	<b>Mentor Meeting/Planning</b>

## Requested Mentor Teacher Responsibilities:

### Instructional Planning Procedures:

- Prior to the week of implementation, Mentor teachers will be held accountable for submitting lesson/unit plans in alignment to the emphasized theme and essential understanding for the Summer Lab-School.
- Mentor teachers will plan accordingly with pre-service/in-service teachers before and after lab-school hours to draft and approve lesson plans in alignment to the ASDOE standards and benchmarks two days before the date of implementation.

### Preparing for the Practicum:

- Mentor teachers will work collaboratively with the Field Coordinator and instructor(s) from the Teacher Education Department on schedules pertaining to pre-service/in-service teacher observations and lesson implementations.
- Mentor teachers will model the characteristic traits of an effective learning environment as well as the characteristics of an effective teacher.



# American Samoa Community College

**Teacher Education Department**

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## Student Observation Form

**Student Teacher** \_\_\_\_\_ **Cooperating Teacher** \_\_\_\_\_

**School** \_\_\_\_\_ **Subject** \_\_\_\_\_ **Observed by** \_\_\_\_\_

**Number of Students** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Age** \_\_\_\_\_ **Date** \_\_\_\_\_ **Time** \_\_\_\_\_

*Note: Highlight the Teacher Performance Indicators that will be observed*

**1=Does not meet Standard**      **2=Meets Standard**      **3=Distinguished**      **NA=Not Applicable**

**A. Competence of Content & Pedagogy**

- |  |   |   |   |     |
|--|---|---|---|-----|
| 1. Demonstrates knowledge of content of the central concepts of his or her discipline.     | 1 | 2 | 3 | N/A |
| 2. Uses explanation and representation that link curriculum to prior learning experiences. | 1 | 2 | 3 | N/A |
| 3. Applies curriculum to students' real life experiences.                                  | 1 | 2 | 3 | N/A |
| 4. Engages students in interpreting ideas from a variety of perspectives.                  | 1 | 2 | 3 | N/A |
| 5. Uses methods of inquiry that are central to the discipline.                             | 1 | 2 | 3 | N/A |
| 6. Uses interdisciplinary approaches to teaching and learning.                             | 1 | 2 | 3 | N/A |
| 7. Applies knowledge of methods from education courses to teaching practices.              | 1 | 2 | 3 | N/A |
| 8. Integrates subjects with other areas of study.  | 1 | 2 | 3 | N/A |
| 9. Keeps abreast of current developments in content areas.                                 | 1 | 2 | 3 | N/A |

- |  |   |   |   |     |
|--|---|---|---|-----|
| 10. Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery. | 1 | 2 | 3 | N/A |
|--|---|---|---|-----|

**B. Competence in the Samoan Language, History, and Culture**

- |  |   |   |   |     |
|--|---|---|---|-----|
| 1. Demonstrates Competence in the Samoan language as a teaching skill and tool.  | 1 | 2 | 3 | N/A |
| 2. Uses knowledge of the Samoan language, history and culture to connect prior knowledge with curriculum concepts.   | 1 | 2 | 3 | N/A |
| 3. Demonstrates knowledge of the Samoan language and culture curriculum skills to actively assist students in transferring skills to learning English.                               | 1 | 2 | 3 | N/A |
| 4. Show evidence of honoring and maintaining Samoan language and culture in classroom and non-curricular activities.   | 1 | 2 | 3 | N/A |
| 5. Uses the Samoan language and cultural skills to communicate, develop, and maintain a positive working relationship with parents and the community to effectuate student learning. | 1 | 2 | 3 | N/A |

### **C. Technology**

1. Applies technology to deliver standard based instruction. *1 2 3 N/A*
2. Uses technology to manage and communicate information. *1 2 3 N/A*
3. Uses technology to increase student achievement. *1 2 3 N/A*
4. Applies technology to data driven assessments of learning. *1 2 3 N/A*
5. Instructs students in basic technology skills. *1 2 3 N/A*
6. Instructs students in the ethics of technology. *1 2 3 N/A*

### **D. Diversity**

1. Designs instruction to students' stages of development, learning styles, strengths, and needs. *1 2 3 N/A*
2. Selects approaches that provide opportunities for different performance modes. *1 2 3 N/A*
3. Access appropriate services or resources to meet exceptional learning needs. *1 2 3 N/A*
4. Adjusts instruction to accommodate the learning differences or needs of students. *1 2 3 N/A*
5. Uses knowledge of different cultural contexts within the community and connects with the learner through types of interaction and assignments. *1 2 3 N/A*
6. Creates a learning community that respects individual differences. *1 2 3 N/A*

### **E. Designs & Provides Meaningful Learning Experiences**

1. Plans collaboratively and cooperatively with the instructor field coordinator, and mentor teacher. *1 2 3 N/A*

2. Submits assignments in a timely manner for instructor, field coordinator, and mento teacher to review. *1 2 3 N/A*
3. Plans appropriately according to age level and grade assigned standards. *1 2 3 N/A*
4. Prepares learning materials, activities, and classroom arrangements in advance prior to lesson implementation. *1 2 3 N/A*
5. Demonstrates writing short term and long term plans. *1 2 3 N/A*
6. Uses a variety of materials and activities. *1 2 3 N/A*
7. Implements instruction in a logically sequence. *1 2 3 N/A*
8. Links content to students' prior experiences. *1 2 3 N/A*
9. Anticipates problems and adjusts instruction based on learner needs. *1 2 3 N/A*
10. Evidences creativity in teaching. *1 2 3 N/A*

### **F. Assessment**

1. Selects, constructs, and uses assessment strategies appropriate to the learning outcomes. *1 2 3 N/A*
2. Uses a variety of formal and informal strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs and to encourage them to set personal goals for learning. *1 2 3 N/A*
3. Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning, and analysis of student work. *1 2 3 N/A*

- |  |                                       |   |                                       |
|--|---------------------------------------|---|---------------------------------------|
| 4. Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.            | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> | 2. Uses professional literature, colleagues and other resources to support self-development as a learner and teacher. | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |
| 5. Solicits information about students' experiences, learning behavior, needs, and progress from, parents, other colleagues, and students. | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> | 3. Consults with professional colleagues and other resources to support reflection and problem solving.               | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |
| 4. Submits evidence of continued professional development.   | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> | 5. Maintains a Professional portfolio.  | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |

***G. School and Community Relationships***

- |  |                                       |  |                                       |
|--|---------------------------------------|--|---------------------------------------|
| 1. Participates in collegial activities designed to make the entire school a productive learning environment.  | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> | 6. Participates actively and responsibly in school activities.                             | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |
| 2. Links with counselors, teachers of other classes, and activities within the school professionals in community agencies, and others in the community to support students' learning and well-being. | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> | 7. Maintains scheduled hours for teaching.   | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |
| 3. Seeks to establish cooperative partnerships with parents or legal guardians to support student learning.  | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> | 8. Consults mentor in a timely manner during co-planning and issues concerning attendance. | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |
| 4. Advocates for students.   | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> | 9. Consistently meets deadlines for course work and appointments.                          | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |
| 10. Demonstrates fairness, honesty, and respect for individuals.   | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> | 11. Exhibits self confidence.  | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |

***A. Demonstrates Professionalism***

- |  |                                       |   |                                       |
|--|---------------------------------------|---|---------------------------------------|
| 1. Uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with reflecting on and revising practices. | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> | 12. Demonstrates commitment to the teaching profession. | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |
|  |                                       | 13. Displays appropriate professional appearance.       | <i>1</i> <i>2</i> <i>3</i> <i>N/A</i> |

**1=Does not meet Standard**

**2=Meets Standard**

**3=Distinguished**

**NA=Not Applicable**



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**OBSERVATION COMMENT(S) SHEET**

## **Teacher Performance Indicators:**

### **I. Competence in Content Area(s):**

- Demonstrates knowledge of content of the central concepts of his or her discipline;
- Uses explanations and representations that link curriculum to prior learning;
- Applies curriculum to students' real life experiences (relevancy);
- Engages students in interpreting ideas from a variety of perspectives;
- Uses methods of inquiry that are central to the discipline;
- Uses interdisciplinary approaches to teaching and learning;
- Applies knowledge of methods from education courses to teaching practices;
- Integrates subjects with other areas of study;
- Keeps abreast of current developments in content areas;
- Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.

### **II. Competence in the Samoan Language, History, and Culture:**

- Demonstrates competence in the Samoan language as a teaching skill and tool;
- Uses knowledge of the Samoan language, history and culture to connect prior learning with curriculum concepts;
- Demonstrates knowledge of the Samoan language and culture curriculum skills to actively assist students in transferring skills to learning English;
- Shows evidence of honoring and maintaining Samoan language and culture in the classroom and non-curricular activities;
- Uses the Samoan language and cultural skills to communicate, develop, and maintain a positive working relationship with parents and the community to effectuate student learning.

### **III. Technology:**

- Applies technology to the delivery of standards-based instruction;
- Uses technology to manage and communicate information;
- Uses technology to increase student achievement;
- Applies technology to data-driven assessments of learning;
- Instruct students in basic technology skills;
- Instruct students in the ethics of technology.

### **IV. Diversity:**

- Designs instruction to students' stages of development, learning styles, strengths, and needs;
- Selects approaches that provide opportunities for different performance modes;
- Accesses appropriate services or resources to meet exceptional learning needs when needed;



- Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments;
- Creates a learning community that respects individual differences.

**V. Designs and Provides Meaningful Learning Experiences:**

***Planning:***

- Plans collaboratively and cooperatively with the instructor, field coordinator, and mentor teacher;
- Submits assignments in a timely manner for instructor, field coordinator, and mentor to review;
- Plans appropriately according to age level and grade assigned standards;
- Prepares learning materials, activities, and classroom arrangements in advance prior to implementation;
- Demonstrates writing short-range and long-range plans.

***Implementation:***

- Uses a variety of materials and activities;
- Implements instruction in a logically sequence;
- Links content to students' prior experiences;
- Anticipates problems and adjusts instruction based on learner needs;
- Evidences creativity in teaching.

**VI. Assessment:**

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

**VII. School and Community Relationships:**

- Participates in collegial activities designed to make the entire school a productive learning environment;

- Links with counselors, teachers of other classes, and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being;
- Seeks to establish cooperative partnerships with parents/guardians to support student learning;
- Advocates for students.

**VIII. Demonstrates Professionalism:**

**a. Professional Development:**

- Uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with reflecting on and revising practices;
- Uses professional literature, colleagues and other resources to support self-development as a learner and teacher;
- Consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback;
- Submits evidence of continued professional development;
- Maintains a Professional Portfolio.

**b. Professional Behaviors:**

- Participates actively and responsibly in school activities;
- Maintains scheduled hours for teaching;
- Consults mentor teacher in a timely manner during co-planning and issues concerning attendance;
- Consistently meets deadlines for course work and appointments.

**c. Professional Characteristics:**

- Demonstrates, fairness, honesty, and respect for individuals;
- Exhibits self confidence;
- Demonstrates commitment to the teaching profession;
- Displays appropriate professional appearance

