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

Compiled by the Teacher Education Department
(Spring 2010)

Presented February 26, 2010

TED "The Dialogue Continues"

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

Mission Statement:

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

Proposed Revisions to TED Mission Statement

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

Revised TED Mission Statement
(pending approval)

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

Community Advisory Council

- Dr. Lina Galeai Scanlan (Chairperson)

- Mrs. Milaneta Tinitali, ASDOE-ECE Director

- Mrs. Esther Ili, ASDOE-Teacher Quality

- Mrs. Donna Gurr, ASDOE- Assistant DCI Director

- Father Viane Etuale, Superintendent for Catholic Schools

- Mr. Robert Soliai, ASDOE- Assessment

  Provides feedback and recommendations to improve Teacher Educational Curriculum.

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TED Program
Learning Outcomes

Current Program Learning Outcomes:

1. Recognize and understand that education begins at home;

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

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

4. Perform and analyze management styles that promote student learning;

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

Continuation…………

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

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

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

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

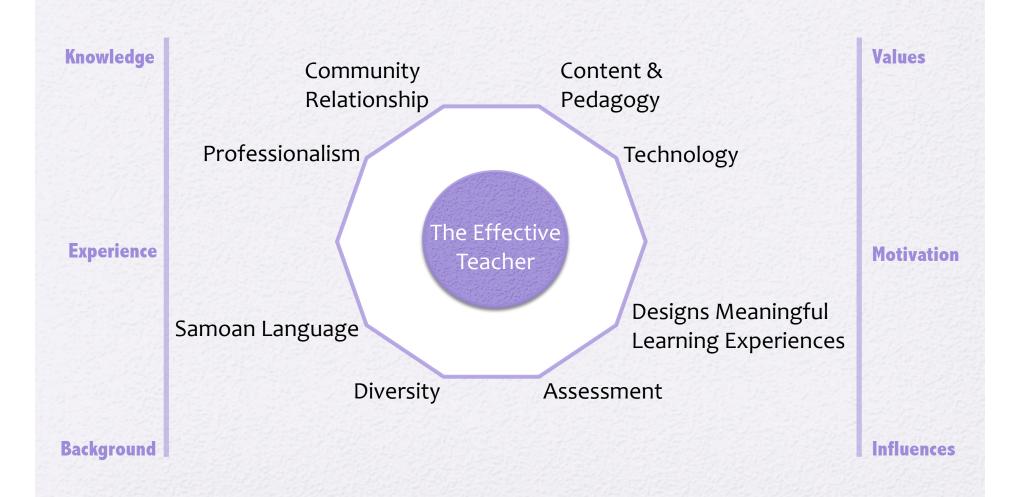10. Promote children's questioning, exploring skills in order to develop life skills.

Analyzing Program Learning Outcomes:

1. Recognize and understand that education begins at home; (Designs Meaningful Learning Experiences)

2. Identify the important role effective teachers play in students' future; (Content & Pedagogy/Designs Meaningful Learning Experiences/ Diversity)

3. Understand basic knowledge about cultural differences to motivate student learning and enhance the learning environment; (Diversity/ Samoan Language & Culture/Community Relationships)

4. Perform and analyze management styles that promote student learning; (Content & Pedagogy/Assessment)

5. Demonstrate knowledge of students applying critical thinking and problem solving skills; (Content & Pedagogy/Assessment)

Continuation…………

6. Value importance of quality and equitable education for all students, including those with special needs and language barriers; (Diversity/ Designs Meaningful Learning Experiences/Professionalism/Community Relationships)

7. Value technology and recognize how it is a tool to stimulate instruction and student learning; (Content & Pedagogy/ Technology/Assessment)

8. Value the use and integration of fine arts into curriculum and instruction; (Content & Pedagogy)

9. Identify children's developmental needs and provide appropriate teaching materials and strategies; (Content & Pedagogy/Diversity)

10. Promote children's questioning, exploring skills in order to develop life skills. (Content & Pedagogy/Assessment/Designs Meaningful Learning Experiences)

Conceptual Framework

Knowledge

Values

Community Relationship

Content & Pedagogy

Professionalism

Technology

The Effective Teacher

Experience

Motivation

Samoan Language

Designs Meaningful Learning Experiences

Diversity

Assessment

Background

Influences

Proposed Program Outcomes

- **Program Learning Outcome 1:**

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

- **Program Learning Outcome 2:**

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

- **Program Learning Outcome 3:**

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

- **Program Learning Outcome 4:**

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

Proposed Program Outcomes

- ***Program Learning Outcome 5:***
  - **<u>Designs and provides meaningful learning experiences-</u>**_The teacher consistently plans and implements meaningful learning experiences for students._

- ***Program Learning Outcome 6:***
  - **<u>Competence in Assessment-</u>**_The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner._

- ***Program Learning Outcome 7:***
  - **<u>Competence in School & Community Relationships-</u>** _The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being._

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

PLO-1: Competence in Content & Pedagogy

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

PLO-2: Competence in Samoan Language and Culture

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

PLO-3: Competence in Technology

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

PLO-4: Competence in Student Diversity

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

PLO-5: Designs Meaningful Learning Experiences

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

PLO-6: Competence in Assessment

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

PLO-7: Competence in School & Community Relationships

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

PLO-8: Competence in Professional Development

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

Course/Program Matrix

ED 150: Introduction to Teaching		Beginning						Developing						Proficient							
		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Unit Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume
Content & Pedagogy	K		2	1			√-1				√-2				√-1						
	D	3	1			2															
	P																				
Samoan Language & Culture	K																				
	D																				
	P																				
Technology	K	√-1,2	√-2																		
	D	√-1	√-1																		
	P																				
Student Diversity	K					√-1															
	D																				
	P																				
Meaningful Learning Experiences	K																				
	D																				
	P																				
Assessment	K	√-1		√-1																	
	D																				
	P																				
School & Community Relationships	K				√-1																
	D																				
	P																				
Professionalism	K				√-1																
	D																				
	P																				

Course/Program Matrix

ED 157: Introduction to Curriculum & Instruction		Beginning						Developing						Proficient							
		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Unit Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume
Content & Pedagogy	K		2	2	√-1		√-1		√-1			√-1	1		√-1		√-1				
	D	3																			
	P																				
Samoan Language & Culture	K			√-2								√-1					√-1				
	D																				
	P																				
Technology	K	√-1,2			√-1								√-2								
	D	√-1											√-1								
	P																				
Student Diversity	K			√-1,2											√-1						
	D																				
	P																				
Meaningful Learning Experiences	K				√-1,2																
	D			√-1,2																	
	P																				
Assessment	K			√-2								√-1					√-1				
	D																				
	P																				
School & Community Relationships	K				√-1																
	D																				
	P																				
Professionalism	K			√-1,2																	
	D																				
	P																				

Course/Program Matrix

ED 215: Exceptional Children		Beginning						Developing						Proficient							
		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Unit Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume
Content & Pedagogy	K							√-2		√-2	2										
	D			√-2	√-2																
	P																				
Samoan Language & Culture	K																				
	D																				
	P																				
Student Diversity	K							2													
	D	√-1																			
	P																				
Meaningful Learning Experiences	K	√-2																			
	D			√-3				√-2													
	P																				
Assessment	K																				
	D			√-1		√-1			√-1	√-1											
	P																				
Technology	K	√-1,2																			
	D																				
	P																				
School & Community Relationships	K																				
	D							√-1													
	P							√-1,2													
Professionalism	K																				
	D									√-1,3											
	P																				

Course/Program Matrix

ED 240: Instructional Technologies		Beginning						Developing						Proficient							
		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Unit Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume
Content & Pedagogy	K																				
	D			2			√-2						2		3						
	P																				
Samoan Language & Culture	K			√-1																	
	D																				
	P																				
Technology	K			√-2			1, 2														
	D	√-1		√-1,2							√-1		√-1,2								
	P																				
Student Diversity	K			√-1,2																	
	D																				
	P																				
Meaningful Learning Experiences	K																				
	D												√-1,2								
	P																				
Assessment	K			1																	
	D			√-1																	
	P			√-1																	
School & Community Relationships	K			√-1																	
	D			√-1																	
	P																				
Professionalism	K						√-1						√-2								
	D																				
	P																				

Course/Program Matrix

ED 257/257P: Teaching Language Arts		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Unit Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume
		Beginning						Developing						Proficient							
Content & Pedagogy	K																				
	D	1	√-2	2					√-1.2		√-2,3	3	√-3					√-3			
	P																				
Samoan Language & Culture	K																				
	D																				
	P																				
Student Diversity	K		√-2					√-2													
	D									2											
	P																				
Meaningful Learning Experiences	K																				
	D		√-1	√-2				√-1	√-1		√-1		√-2								
	P																				
Assessment	K			√-2																	
	D							√-1	1		√-1							√-1			
	P																				
Technology	K																				
	D		√-1					√-1			√-1		√-1								
	P																				
School & Community Relationships	K																				
	D								√-1												
	P																				
Professionalism	K		√-1,2																		
	D								√-1				√-1								
	P																				

Course/Program Matrix

ED 280: Bilingual Education		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Unit Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume
		Beginning						Developing						Proficient							
Content & Pedagogy	K									√-1,2											
	D										√-1.2		√-1,2					1,2,3			
	P																				
Samoan Language & Culture	K																				
	D																√-1				
	P																				
Student Diversity	K																				
	D									√-2	√-1,2		√-1,2								
	P												1								
Meaningful Learning Experiences	K																				
	D										√-2						2				
	P																				
Assessment	K																				
	D												√-1				√-1	√-1			
	P																				
Technology	K																				
	D									√-1	√-1		√-1								
	P																				
School & Community Relationships	K																				
	D																				
	P																				
Professionalism	K																				
	D																				
	P																				

Course/Program Matrix

ED 285/285P: Teaching Samoan Language and Culture		Beginning						Developing						Proficient							
		Reflective Analysis	Group Presentation	Lesson Plan	Service Learning	Management Plan	Learning Portfolio	IEP Plan	Formal Observation	Case Study	Research	Integrated Plan	Individual Presentation	Miscue Analysis	Philosophy of Education	Informal Observation	Thematic Unit Plan	Comprehensive Exam	Parental Involvement	Professional Portfolio	Professional Resume
Content & Pedagogy	K																				
	D																			1	
	P																				
Samoan Language & Culture	K																				
	D			√-1								√-1					2				
	P																				
Student Diversity	K																				
	D																√-1				
	P																				
Meaningful Learning Experiences	K																				
	D																√-2				
	P																				
Assessment	K								1								√-1				
	D																				
	P								√-1								√-1				
Technology	K																				
	D								√-1												
	P																				
School & Community Relationships	K																√-1				
	D																				
	P																				
Professionalism	K																				
	D																√-2				
	P																				

Degree Requirements

- Degree Requirements and Certificate Requirements: "No Changes"

January 23, 2009 (Revised September 29, 2009