



American Samoa Community College

Department: Teacher Education/ASBEP

ASCC 2018-2020 Catalog Review

May 02, 2018



Program Purpose

- What is the Purpose of the Program?
 - AA Program Mission: 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, the 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.

To meet this mission, the department offers the following degree and certificate programs of studies:

- Associate of Arts degree with an emphasis in Elementary Education
- Certificate of Proficiency in Elementary Education



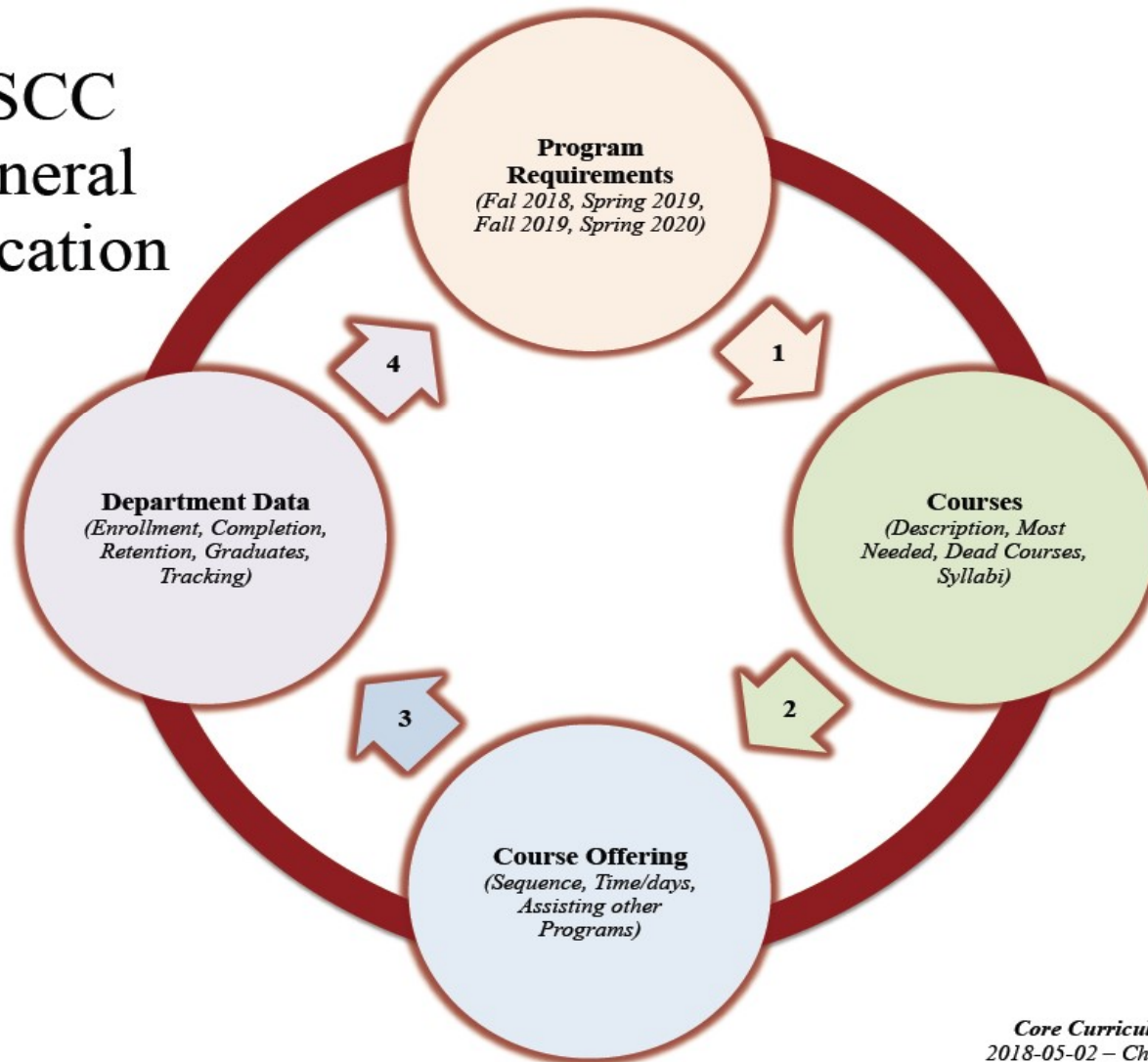
Program Purpose

- What is the Purpose of the Program?
 - B.Ed. Program Mission: The mission of the American Samoa Bachelor of Education in Elementary Education 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 twenty-first century.



Review Structure

ASCC
General
Education



Core Curriculum Committee
2018-05-02 – Chair Fa'alafi-Jones



Teacher Education Program Aims

- Provide introductory/transferable content enrichment courses in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture.
- Provide opportunities and career paths for students interested in attaining a degree (AA/B.Ed.) in education, professional development, and certification courses required courses to teach in American Samoa.
- Continue to plan new programs (certificates/degrees) and services (professional development, certification, content enrichment courses) conducive to the community needs.



ASCC GE Curriculum Qualities

General Education Qualities (*1st & 2nd Year*)

1. **Communication**- *Fosters the ability to receive and express information through various mediums.*
2. **Information and Technology Literacy**- *Demonstrates the ability to utilize technology to evaluate, present and apply information.*
3. **Critical Thinking**- *Demonstrates the ability to think critically in applying quantitative and scientific concepts and methods to effectively problem-solve in a variety of contexts.*
4. **Global Awareness and Cultural Competence**- *Understands and appreciates the historical and cultural context regionally and globally.*
5. **Personal Responsibility and Development**- *Enhances personal growth and wellness leading to responsible decision making.*



Current General Education:

GE DOMAINS	GE SUB DOMAINS		GE OUTCOMES	COURSES
COMMUNICATION	LISTENING & SPEAKING	1-A	Listen actively and speak effectively in many different situations.	SPH 153
	READING	1-B	Read effectively to comprehend, interpret and evaluate information.	ENG 150
	WRITING	1-C	Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.	ENG 151
INFORMATION & TECHNOLOGY LITERACY	EVALUATE INFORMATION	2-A	Demonstrates the ability to access, locate, manage and evaluate information from multiple sources.	ICT 150
	PRESENT INFORMATION USING TECHNOLOGY	2-B:1	Utilizes technological tools to perform basic functions appropriate to job and life.	ICT 150
	APPLY INFORMATION	2-B:2	Applies research skills and presents knowledge in multiple formats.	ICT 150
CRITICAL THINKING	QUANTITATIVE	3-A	Apply quantitative skills to personal, academic and career related activities.	MAT 151 or PHYSCI 150
	SCIENTIFIC	3-B	Apply scientific concepts and models to analyze complex problems in academic and real life situations.	PHYSC 150
	PROBLEM SOLVING	3-C	Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.	MAT 151 or PHYSCI 150
GLOBAL AWARENESS & CULTURAL COMPETENCE	SOCIAL, ECONOMIC & POLITICAL SYSTEMS	4-A	Identifies social, economic and political systems and issues.	HIS 170/171 or HIS 150/151
	PERSPECTIVES OF OTHERS, DIVERSITY	4-B	Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs.	HIS 170/171 or HIS 150/151 or HIS 162
	SAMOA & THE PACIFIC	4-C	Demonstrates an appreciation of Samoan Culture and other Pacific cultures.	HIS 162
PERSONAL RESPONSIBILITY & DEVELOPMENT	ETHICAL DECISION MAKING	5-A	Demonstrates and applies ethical decision making in real life situations.	HEA 150 or PSY 150
	HEALTH CHOICES AND PRACTICES	5-B	Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.	HEA 150 or PSY 150
	COMMUNITY & FAMILY PARTICIPATION	5-C	Identify and recognize the relevance of being responsible and participate actively in family and community.	HEA 150 or PSY 150
	CAREER, PERSONAL, & PROFESSIONAL GROWTH	5-D	Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.	7



B.Ed. GE Curriculum Qualities

General Education Qualities (*3rd & 4th Year*)

1. **Analysis & Research**: *The teacher candidate demonstrates a high level of competency in examining and interpreting information.*
2. **Diversification**: *The teacher candidate demonstrates a high level of competency in language learning and multicultural background.*
3. **Technology Literacy**: *The teacher candidate demonstrates a high level of competency in the application of technology in learning environments.*



Current General Education:

GE DOMAINS	DESCRIPTION:		GE OUTCOMES	COURSES
ANALYSIS & RESEARCH	<i>The teacher candidate demonstrates a high level of competency in examining and interpreting information.</i>	1-A	Demonstrates quantitative and qualitative skills in teaching and learning.	ED 301 & ED 340
		1-B	Utilizes appropriate APA style of referencing.	ED 300 & ED 301
DIVERSIFICATION	<i>The teacher candidate demonstrates a high level of competency in language learning and multicultural background.</i>	2-A	Demonstrates mastery of all Core Content Areas with focus towards the learning needs of Samoan learners and the Pacific.	ED 300 & ED 325
TECHNOLOGY LITERACY	<i>The teacher candidate demonstrates a high level of competency in the application of technology in learning environments.</i>	3-A	Demonstrates the utilization of technology to facilitate learning in synchronous and asynchronous learning environments.	ED 340
		3-B	Demonstrates competencies in using technological applications or systems to evaluate and present information chronologically.	ED 340



Program Curriculum Qualities

TED Program Learning 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.*



Program Curriculum Qualities

TED Program Learning Outcomes

- **Program Learning Outcome 5:**
 - **Designs and provides meaningful learning experiences**-The teacher consistently plans and implements meaningful learning experiences for students.
- **Program Learning Outcome 6:**
 - **Competence in Assessment**-The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- **Program Learning Outcome 7:**
 - **Competence in School & Community Relationships**- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being.
- **Program Learning Outcome 8:**
 - **Competence in Professional Development**- The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.



PLO 1: Content & Pedagogy

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Demonstrates knowledge of content of the central concepts of his or her discipline. (INTASC- S-1:KI-1.1: S-2: KI- 2.2); (NCATE- S-1: KI-1a, 1b: S-5: 5a, 5b, 5c, 5d, 5e, 5f); (ASTEES- S-1: KI: 1, 2);	D-1: Applies curriculum to students' real life experiences. (INTASC- S-1:KI-1.3: S-2: KI-2.2); (NCATE- S-1: KI- 1c, 1d: S-4: 4a, 4d: S-5: 5a, 5b, 5c, 5d, 5e, 5f);	P-1: Uses interdisciplinary approaches to teaching and learning. (INTASC- S-1:KI-1.5:S-4: KI- 4.1:S-5: KI-5.2:S-7: KI- 7.1); (NCATE- S-1: KI- 1b, 1c: S-4: 4a: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTEES- S-2: KI: 2, 3);
K-2: Uses explanations and representations that link curriculum to prior learning. (INTASC- S-1:KI-1.2:S-2:KI- 2.2, 2.4); (NCATE- S-1: KI- 1c: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTEES- S-2: KI: 4);	D-2: Engages students in interpreting ideas from a variety of perspectives. (INTASC- S-1:KI-1.4: S-2: KI-2.4); (NCATE- S-1: KI- 1f: S-4: 4a: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f);	P-2: Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery. (INTASC- S-1:KI-1.3:S-7:KI-7.2: S-8:KI- 8.1); (NCATE- S-1: KI- 1d: S-2: KI- 2b, 2c: S-4: 4a: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTEES- S-1: KI: 3: S-3: KI: 1);
	D-3: Uses methods of inquiry that are central to the discipline. (INTASC- S-1:KI-1.6: S-4: KI- 4.1); (NCATE- S-1:1e: S-5: 5a, 5b, 5c, 5d, 5e, 5f); (ASTEES- S-2: KI:1);	



PLO 2: Samoan Language & Culture

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Demonstrates competence in the Samoan Language as a teaching skill and tool. (INTASC: S-1:KI-1: 1.1-1. 1.6 , S-2: KI-2: 2.1-2.5, S-3:KI-3: 3.5-3.6, S-4:KI-4: 4.1-4.2); (NCATE: S-1: KI- 1a, 1b, 1c, 1d, 1e, 1f, 1g: S-2: KI- 2a, 2b, 2c: S-3: 3a, 3b, 3c: S-4: KI- 4a, 4b, 4c, 4d: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS:S-3: KI- 1-2);	D-1: Demonstrates knowledge of the Samoan Language, History and Culture curriculum skills to actively assist students in transferring skills to learning English. (INTASC: S-1:KI-1: 1.1-1. 1.6 , S-2: KI-2: 2.1-2.5, S-3:KI-3: 3.5-3.6, S-4:KI-4: 4.1-4.2); (NCATE: S-1: KI- 1a, 1b, 1c, 1d, 1e, 1f, 1g: S-2: KI- 2a, 2b, 2c: S-3: KI- 3a, 3b, 3c: S-4: 4a, 4b, 4c, 4d: S-5: KI- 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS:S-3: KI- 1-2);	P-1: Shows evidence of honoring and maintaining Samoan Language and Culture in the classroom and non-curricular activities. (INTASC: S-1: KI-1: 1.1-1. 1.6 , S-2: KI-2: 2.1-2.5: S-3: KI-3: 3.5-3.6: S-4: KI- 4: 4.1-4.2); (NCATE: S-1: KI- 1a, 1b, 1c, 1d, 1e, 1f, 1g: S-2: KI- 2a, 2b, 2c: S-3: 3a, 3b, 3c: S-4:KI- 4a, 4b, 4c, 4dS-5: 5a, 5b, 5c, 5d, 5e, 5f); (ASTESS: S-3: KI- 1-2);
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: Technology

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Applies technology to the delivery of standard-based instruction. (INTASC: S-3: KI-3.1 - 3.4; S-6: KI- 6.1 - 6.4); (NCATE: S-1: KI-1b, 1d); (ASTESS: S-4: KI-1, 4, 5);	D-1: Uses technology to increase student achievement. (INTASC: S-3: KI- 3.1-3.4; S-6: KI- 6.1-6.4); (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);	P-1: Instructs students in basic technology skills. (INTASC: S-3: KI- 3.1-3.4; S-6: KI- 6.1-6.4); (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);
K-2: Uses technology to manage and communicate information. (INTASC: S-3: KI- 3.1-3.4; S-6: KI- 6.1-6.4); (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);	D-2: Applies technology to data-driven assessments of learning. (INTASC: KI-S-3: KI- 3.1-3.4; S-6: KI- 6.1-6.4); (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);	P-2: Instructs students in the ethics of technology. (INTASC: S-3: KI- 3.1-3.4; S-6: KI- 6.1-6.4) (NCATE: S-1: KI- 1b, 1d); (ASTESS: S-4: KI- 1, 4, 5);



PLO 4: Student Diversity

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Selects approaches that provide opportunities for different performance modes. (INTASC: S-1: KI- 3:3.1-3.5: S-4: KI- 4.1.4.3: S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5: KI- 1, 2, 3, 4, 5, 6);	D-1: Accesses appropriate services or resources to meet exceptional learning needs when needed. (INTASC: S-3: KI- 3.1-3.5: S-4: KI- 4.1.4.3: S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5: KI- 1, 2, 3, 4, 5, 6);	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. (INTASC: S-3: KI- 3.1-3.5: S-4: KI- 4.1.4.3: S-5: KI- 5.1-5.5: S-6: KI- 6.1-6.4: S-7: KI- 7.1-7.4: S-8: KI- 8.1-8.6); (NCATE: S-4: KI: 4a, 4d); (ASTESS: S-2: KI- 1-7: S-5: KI- 1, 2, 3, 4, 5, 6);
K-2: Designs instruction for students, stages of development, learning styles, strengths and needs. (INTASC: S-3: KI- 3.1-3.5: S-4: KI- 4.1.4.3: S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5: KI- 1, 2, 3, 4, 5, 6);	D-2: Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication, and response modes.) (INTASC: S-1: KI- S-3: KI- 3.1-3.5: S-4: KI- 4.1-4.3: S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5: KI- 1, 2, 3, 4, 5, 6);	P-2: Creates a learning community that respects individual differences. (INTASC: S-3: KI- 3.1-3.5: S-4: KI- 4.1.4.3: S-5: KI- 5.1-5.5); (NCATE: S-4: KI- 4a, 4d); (ASTESS: S-5: KI-1, 2, 3, 4, 5, 6);



PLO 5: 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. (INTASC: S-9: KI- 9.1-9.3); (NCATE: S-1: KI- 1f, 1g: S-2: KI- 2a, 2b, 2c: S-3: KI- 3a, 3b, 3c: S-4: KI- 4a, 4c); (ASTESS: S-8: KI- 1-6);	D-2: Prepares learning materials, activities and classroom arrangements in advance to implementation and demonstrates short and long range lesson planning. (INTASC: S-1: KI- 1.1-1.6: S-2: KI- 2.1-2.5: S-3: KI- 3.1-3.5: S-4: KI- 4.1-4.3: S-5: KI- 5.1-5.5: S-7: KI- 7.1-7.4: S-8: KI- 8.1-8.6: S-9: KI- 9.1-9.3); (NCATE: S-1: KI- 1f, 1g: S-2: KI- 2a, 2b, 2c: S-3: KI- 3a, 3b, 3c: S-4: KI- 4a, 4c); (ASTESS: S1: KI- 1-3: S-2: KI- 1-8: S-3: KI- 1: S-4: KI- 1-5: S-6: KI- 1-6: S-7: KI- 1-3);	P-2: Anticipates problems and adjusts instruction based on learner needs and evidences creativity in teaching. (INTASC: S-1: KI- 1.1-1.6: S-2: KI- 2.1-2.5: S-3: KI- 3.1-3.5: S-4: KI- 4.1-4.3: S-5: KI- 5.1-5.5: S-7: KI- 7.1-7.4: S-8: KI- 8.1-8.6: S-9: KI- 9.1-9.3); (NCATE: S-1: KI- 1f, 1g: S-2: KI- 2a, 2b, 2c: S-3: KI- 3a, 3b, 3c: S-4: KI- 4a, 4c); (ASTESS: S-1: KI- 1-3: S-2: KI- 1-8: S-3: KI- 1, 2: S-4: KI- 1-5: S-6: KI- 1-6: S-7: KI- 1-3);
	D-3: Uses a variety of materials and learning activities.	



PLO 6: Assessment

Knowledge CLOs	Developing CLOs	Performing CLOs
K-1: Selects, constructs and uses assessment strategies appropriate to learning outcomes. (INTASC: S-8: KI- 8.1-8.6); (NCATE: S-1: KI- 1b); (ASTESS: S-6: KI- 1-3);	D-1: Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work. (INTASC: S-1: KI- 1.1-1.6: S-2: KI- 2.1-2.5: S-3: KI- 3.1-3.6: S-4: KI- 4.1-4.3: S-5: KI- 5.1-5.5: S-6: KI- 6.1-6.4: S-7: KI- 7.1-7.4: S-8: KI- 8.1-8.6); (NCATE: S-1: KI- 1b); (ASTESS: S-1: KI- 1-3: S-2: KI-1-7: S-3: KI- 1-2: S-4: KI- 1-5: S-5: KI- 1-6: S-6: KI-1-3);	P-1: Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly. (INTASC: S-1: KI- 1.1-1.6: S-2: KI- 2.1-2.5: S-3: KI- 3.1-3.6: S-4: KI- 4.1-4.3: S-5: KI- 5.1-5.5: S-6: KI- 6.1-6.4: S-7: KI- 7.1-7.4: S-8: KI- 8.1-8.6) (NCATE: S-1: KI- 1b); (ASTESS: S-1: KI- 1-3: S-2: KI- 1-7: S-3: KI- 1-2: S-4: KI- 1-5: S-5: KI- 1-6: S-6: KI- 1-3);
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. (INTASC: S-8: KI- 8.1-8.6); (NCATE: S-1: KI- 1b); (ASTESS: S-6: KI- 1-3);		P-2: Solicits information about students' experiences, learning behavior, needs, and progress for parents, other colleagues, and students. (INTASC: S-1: KI- 1.1-1.6: S-2: KI- 2.1-2.5: S-3: KI- 3.1-3.6: S-4: KI- 4.1-4.3: S-5: KI- 5.1-5.5: S-6: KI- 6.1-6.4: S-7: KI- 7.1-7.4: S-8: KI- 8.1-8.6: S-9: KI- 9.1-9.3: S-10: KI-10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-1: KI- 1-3: S-2: KI- 1-7: S-3: KI- 1-2: S-4: KI- 1-5: S-5: KI- 1-6: S-6: KI- 1-3: S-7: KI- 1-3: S-8: KI- 1-7);



PLO 7: 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. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);	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. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);	P-1: Seeks to establish cooperative partnerships with parents/guardians to support student learning. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);
		P-2: Advocates for the students. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);



PLO 8: 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. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);	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. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);	P-1: Maintains scheduled hours for teaching. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1cd, 1f); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);
K-2: uses professional literature, colleagues and other resources to support self-development as a learner and teacher. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);	D-2: Submits evidence of continuing professional development. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);	P-2: Consults mentor teacher in a timely manner during co-planning and issues concerning attendance. (INTASC: S- 9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTEES: S-7: KI- 1-3: S-8: KI-1-7);
	D-3: Maintains a Professional Portfolio. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7)	P-3: Consistently meets deadlines for course work and appointments. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c, 1d, 1f); (ASTEES: S-7: KI- 1-3: S-8: KI- 1-7);



PLO 8: Professional Development

Continuation		
	D-4: Participates actively and responsibly in school activities. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);	P-4: Demonstrates fairness, honesty and respect for individuals. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);
		P-5: Exhibits self confidence. (INTASC: S-9: KI- 9.1-9.3: S-10: KI- 10.1-10.3); (NCATE: S-1: KI- 1b, 1c); (ASTESS: S-7: KI- 1-3: S-8: KI- 1-7);
		P-6: Demonstrates commitment to the teaching profession.
		P-7: Displays appropriate professional appearance.



Competencies Mapped in Courses

- **General Education Courses:**

- 1st Year: ED 150 (*GE 5 – 5-D*)
- 2nd Year: ED 240 (*GE 2 – 2-A; 2-B.1; 2-B.2*)
- 3rd Year: ED 300 (*GE 1 – 1-B*), ED 301 (*GE 1 – 1-A, 1-B*), ED 325 (*GE 2 – 2-A*), ED 340 (*GE 1 – 1-A; GE 3 – 3-A, 3-B*)
- 4th Year: None (*Refer to Program Core Courses*)

- **Co-Foundational Areas - Program Core Courses:**

- 1st Year: ECE 141, ECE 142, ECE 150, ECE 151, ECE 152, ECE 153, ED 157
- 2nd Year: ED 215, ED 257, ED 257P, ED 285, ED 285P
- 3rd Year: ED 305, ED 312, ED 319, ED 330, ED 335, ED 340, ED 350, ED 391-A, ED 391-B
- 4th Year: ED 410, ED 435, ED 440, ED 490, ED 491-A, ED 491-B

- **Enrichment/ASDOE Certification/Elective Courses:**

- Possible Electives: ED 280



Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
 - Enrollment:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
AA Emphasis in Elementary Education	<i>(119)</i> Pre-Service: 47 In-Service: 72	0	0
B.Ed. Elementary Education	<i>(108)</i> Pre-Service: 41 In-Service: 67	0	0
Certificate of Proficiency in Elementary Education	0	0	0



Review of Program Data

- Academic Year 2016-2017 and Fall 2017:
 - Courses Offered:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
AA Emphasis in Elementary Education	(12) 15 Week Session: 5 10 Week Session: 7	(19) 15 Week Session: 8 10 Week Session: 11	(18) 15 Week Session: 9 10 Week Session: 9
B.Ed. Elementary Education	(18) 15 Week Session: 11 10 Week Session: 7	(19) 15 Week Session: 6 10 Week Session: 13	(24) 15 Week Session: 9 10 Week Session: 15



Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
 - Low Enrollment:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
AA Emphasis in Elementary Education	15 Week Session: 5 (3) 10 Week Session: 7 (2)	15 Week Session: 8 (6) 10 Week Session: 11 (7)	15 Week Session: 9 (8) 10 Week Session: 9 (4)
B.Ed. Elementary Education	15 Week Session: 11 (11) 10 Week Session: 7 (3)	15 Week Session: 6 (6) 10 Week Session: 13 (12)	15 Week Session: 9 (9) 10 Week Session: 15 (15)



Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
 - Courses Cancelled:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
AA Emphasis in Elementary Education	15 Week Session: 0 10 Week Session: 0	15 Week Session: 0 10 Week Session: 0	15 Week Session: 0 10 Week Session: 0
B.Ed. Elementary Education	15 Week Session: 0 10 Week Session: 0	15 Week Session: 0 10 Week Session: 0	15 Week Session: 0 10 Week Session: 0



Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
 - Certificates and Degrees Conferred:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
Certificate of Proficiency in Elementary Education	0	0	0
Associates of Arts in Education	1	0	0
Associates of Arts with an emphasis in Elementary Education	14	7	9
B.Ed. Elementary Education	1	7	4



Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
 - Number of transfer students:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
Transfer to ASCC B.Ed.	#	#	#
Transfer to Off-Island (Higher Degree)	#	#	#



Cycle of Data Review

- Academic Year 2016-2017 and Fall 2017:
 - Number of students that transition into the Workforce:

Enrollment Statistics by courses offered:	Fall 2016	Spring 2017	Fall 2017
Pre-Services: AA Emphasis in Elementary Education	#	#	#
In-Service: AA Emphasis in Elementary Education	#	#	#
Pre-Service: AA Emphasis in Elementary Education	#	#	#
In-Service: B.Ed. Elementary Education	#	#	#



Cycle of Data Review

- Academic Year 2016-2017 and 2017-2018:
 - Pedagogy/Methods of Teaching:
 - Moodle (All Courses)
 - Field Experience, Student Solo Teaching



Building Bridges

- Academic Year 2016-2017 and 2017-2018:
 - Local MOU– **American Samoa Department of Education**
 - Memorandum of Understanding (MOU) obtained
 - **In-Service Teacher Population**



References:
