

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 04/27/2021 Date revised \_\_\_\_\_

4. Department/discipline: Education

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: The Professional Educator  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: EDU 8. Course Level: 4120

9. Number of Credits: Lecture 2 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course is designed to provide teacher education candidates the opportunity to evaluate an array of topics to frame their teaching, professional development, and ethical responsibilities. Topics include historical and philosophical foundations of K-6 education, school organizational patterns, legal responsibilities, code of ethics for Minnesota teachers, professional organizations, and current educational issues and trends. Additional components will involve classroom management, edTPA, portfolio development, and topics related to diversity, inclusion and special education.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Acceptance in the Elementary Education program & EDU 4101 Curriculum & Instruction  
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbook:  
Thompson, Julia G. (2018). *The First-Year Teacher's Survival Guide: Ready-To-Use Strategies, Tools and Activities for Meeting the Challenges of Each School Day*. John Wiley & Sons.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Code of Ethics for Minnesota Teachers in Minnesota Administrative Rules part 8700.7500 and professional responsibility including student rights; issues surrounding information and technology; and, mandatory reporting.

2. Historical and philosophical foundations of education, as well as Ojibwe and Indigenous philosophies.
3. Professional self-assessment and the tools used to include methods of inquiry, self-assessment, and problem-solving strategies, research, critical thinking, self-directed learning, and colleague support.
4. Professional development, its role, and a critical view of the recourses available.
5. Teacher's role to support student growth and learning.
6. Communication, interaction, and collaboration with parents, guardians, families, school colleagues, and the community to support student learning, student well-being, and link other community agencies to the student environments.
7. Impact of the larger community on the operations of the school and educational systems.

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Evaluate own teaching and develop a Professional Educator Action plan that supports self-assessment and development as both a student and a teacher.	A, D	4
Analyze and synthesize case studies and address the impact of decisions made based on the Code of Ethics for Minnesota Teachers and current law.	C, D	4
Utilize professional development resources available at the local, regional, and national level to collaborate, problem-solve, find new ideas; and analyze the role of teacher and the purpose of educational resources.	A, D	3

Compare and contrast past/present Ojibwe or Indigenous philosophies of education, with western historical foundations of education and evaluate the impact it has had on the current educational system and the system of their classroom.	A, D	3
Analyze different communication processes and tools used the classroom and school and then develop a collaboration plan for parents or guardians, families, school colleagues, and the community.	B, D	2
Analyze the impact of the larger community on the operations of the school, educational systems and as a professional educator.	C, D	2

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes  No

**MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)**

Subpart 10. **Standard 9, reflection and professional development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

10A. understand the historical and philosophical foundations of education;

10B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

10C. understand the influences of the teacher's behavior on student growth and learning;

10D. know major areas of research on teaching and of resources available for professional development;

10E. understand the role of reflection and self-assessment on continual learning;

10F. understand the value of critical thinking and self-directed learning;

10G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

10H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

10I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

10J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8700.7500](#);

10L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations;

**Subpart 11. Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

11A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

11C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;

11G. collaborate with other professionals to improve the overall learning environment for students;

- 11H. collaborate in activities designed to make the entire school a productive learning environment;
- 11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
- 11J. identify and use community resources to foster student learning;
- 11K. establish productive relationships with parents and guardians in support of student learning and well-being;
- 11L. understand mandatory reporting laws and rules; and
- 11M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

### **Licensing Rule 8710.3200. 3. Subject matter standards, elementary education**

#### References

- Accountability under the Every Student Succeeds Act (ESSA) (2021). National Indian Education. Retrieved from <https://www.niea.org/webinars>
- Changes to the Indian Title from NCLB to ESSA. (2021). National Indian Education. Retrieved from <https://www.niea.org/webinars>
- Justice in School Law (n.d.) *Harvard University*. Retrieved from <https://www.justiceinschools.org/complete-list-case-studies>
- Minnesota Professional Educator Licensing and Standards Board (2021). Retrieved from <https://mn.gov/pelsb/>
- Minnesota Professional Educator Licensing and Standards Board (2021). Code of Ethics. Retrieved from <https://mn.gov/pelsb/board/ethics>
- Positive Indian Parenting. Selected Chapters. National Indian Child Welfare Association. Portland, Oregon
- Teacher Collaboration in Perspective: A Guide to Research. Retrieved from <http://www.in-perspective.org/pages/teacher-collaboration-a-guide-to-research>
- Understanding the Every Student Succeeds Act (2021). National Indian Education. Retrieved from <https://www.niea.org/webinars>
- Why Treaties Matter: Self-Government in the Dakota and Ojibwe Nations. (n.d.). Ways of Learning: An Ojibwe Childhood. Retrieved from [http://treatiesmatter.org/exhibit/wp-content/uploads/2017/09/Ways-of-Learning\\_An-Ojibwe-Childhood.pdf](http://treatiesmatter.org/exhibit/wp-content/uploads/2017/09/Ways-of-Learning_An-Ojibwe-Childhood.pdf)

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