

**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: 05/11/2021                      Date revised 11/10/21

4. Department/discipline: Education

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

6. Course Title: Student Teaching for Elementary Education  
Abbreviated course title for Transcripts (25 characters or less): K-6 Student Teaching

7. Course Designator: EDU                      8. Course Level: 4500

9. Number of Credits: Lecture 12                      Lab \_\_\_\_\_

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

11. Catalog/Course description:

This is a capstone student teaching experience. Teacher candidates are placed in a school placement in a K-6 Elementary Education classroom. This capstone experience is for one full semester on a daily full-time basis for 14 weeks. In addition, students will be assessed in the following dispositions: content and pedagogical knowledge; communication and collaboration; vision and leadership; ethical behavior; data informed practice; equity, social justice, and inclusion; and life-long learners.

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

Prerequisite(s): Acceptance into the Elementary Education program and successful completion of all education courses.

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).

- District Curriculum Guide
- District Student Handbook
- Methods Textbooks

**Required Materials:**

- FDLTCC Student Teaching Handbook available on the FDLTCC Education website.
- Per Minnesota Code and University policy, each Teacher Candidate will have liability coverage during the semester of student teaching. This is through Education Minnesota Aspiring Educators (EMAE: <https://educationminnesota.org>). EMAE membership follows the academic year, so it is valid from September 1 to August 31. If you join mid-year, the membership is active until August 31st.
- Student Teaching Web Site will be used for students to access electronic documents.

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

1. Elementary Education Student Learning
2. Diverse Learning
3. Instructional Strategies
4. Learning Environments
5. Assessments
6. Data-Information Decision-Making
7. Reflection and Professional Development
8. Collaboration, Ethics and Relationships
9. Speaking and Written Leadership Skills
10. EdTPA

**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>
Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.	A, B, C, D	3
Demonstrate attitudes and dispositions consistent with research-based teaching practices.	A, B, C, D	2
Effectively perform the professional and culturally relevant duties deemed important in each school setting.	A, B, C, D	6
Explore and apply principles of learning and multiple teaching (instructional) strategies.	A, B, C, D	1
Explore the role of the teacher in the schools and begin to identify with that	A, B, C, D	7

role and participate with professional development.		
Develop entry level competence in the full range of teaching functions as defined in the teaching standards.	A, B, C, D	5
Demonstrate awareness and apply principles of professional and ethical behavior.	A, B, C, D	4
Self-assess and reflect on competence and potential for growth as a teacher.	A, B, C, D	1

**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

Provide the required documentation to show course meets required licensing/certification standards.

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

Subpart 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

3G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and

Subpart 4. **Standard 3, Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

4I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

4N. identify when and how to access appropriate services or resources to meet exceptional learning needs;

4O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences

4R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Subpart 5. **Standard 4, Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

5D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;

5J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;

Subpart 6. **Standard 5, learning environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

6C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

6D. know how to help people work productively and cooperatively with each other in complex social settings;

6E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;

6H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;

6I. establish peer relationships to promote learning;

6N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

6Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

6R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question

Subpart 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8B. plan instruction using contextual considerations that bridge curriculum and student experiences; 8D. create short-range and long-range plans that are linked to student needs and performance;

8F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and

8H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;

9G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;

9L. establish and maintain student records of work and performance;

9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and

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:

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

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;

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; and

10M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

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:

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