

**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: 05/02/2018 Date revised 03/09/2021, 4/27/21

4. Department/discipline: Education/American Indian Studies

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

6. Course Title: Culturally Responsive Leadership
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: EDU/AMIN 8. Course Level: 2301

9. Number of Credits: Lecture 2 Lab _____

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

11. Catalog/Course description:

Students in this course will develop a culturally responsive classroom unit/project for a K-6 classroom. Participation in “cultural standards for educators” assessment will determine the student’s direction for their own project in a culturally responsive leadership role. Anishinaabe practices will be introduced throughout the unit. Students will become familiar with the different needs in the community and will address this need with a project of their choice that will be useful for classroom purposes. Multiple perspectives, cultural norms and the development of learning communities as an educator will be presented throughout the curriculum. Leadership skills of communication, positivity, and engagement of the community will be practiced. Students will identify and utilize appropriate sources of Ojibwe-Anishinaabe cultural, historical, social, and political knowledge to apply to this classroom project. (Prerequisite: AMIN 2300) (MnTC goal areas 7 & 8).

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

Prerequisite(s): AMIN 2300 Culturally Responsive Education
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).

- Saifer, S., Edwards K., Ko, L., Stuczynski, A., Culturally Responsive Standards-Based Teaching 2nd addition. Corwin. 2011
- Tri-fold display board
- Or Premier Pro: video presentation (discussion for class)

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

1. Culturally responsive standards-based teaching
2. Self-Assessment on Transformational Learning
3. Embed culturally responsive standards-based teaching into a unit of study
4. Assessment and Reflection
5. Provide a service to the community

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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Recognize the concept of addressing the needs of the whole learner by introducing a student lead project.	A, B, D	3
Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by strategizing, creating and displaying the knowledge, skills, experiences, and cultures of local families and community members.	C, D	3
Create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language.	A, B, D	6
Plan and manage instruction based upon knowledge of subject matter, students, the	C, D	6

community, and curriculum goals by applying Culturally Responsive Standards to a chosen a project/unit for an elementary education classroom that demonstrates a need for the local community and or school.		
Self-reflect as a 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 by evaluating the project with a culturally responsive view.	B, D	5
Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being by making a presentation to the class, or a local, state or national conference.	C	5

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

Goal Area(s): 7 & 8

Goal 7: Human Diversity

Goal: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal 8: Global Perspective

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

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

Yes No

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:

3D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

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.

4E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

4H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

4J. know about community and cultural norms

4P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

4Q. develop a learning community in which individual differences are respected; and

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;

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:

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

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:

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

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:

11D. understand the concept of addressing the needs of the whole learner;

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