

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: 03/30/23 Date revised _____

4. Department/discipline: Education

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

6. Course Title: Performance Assessment for Teacher Candidates
Abbreviated course title for Transcripts (25 characters or less): Perform Assess Teach

7. Course Designator: EDU 8. Course Level: 3105

9. Number of Credits: Lecture 2 Lab _____

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

11. Catalog/Course description:

This course focuses on teacher candidate performance assessment. The Professional Licensing and Standards Board (PELSB) requires initial licensure candidates to complete a board-adopted teacher performance assessment. The performance assessment is designed with a focus on the teaching cycle, student learning, and assessment.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s): Acceptance into the Elementary Education program at FDLTCC
Co-requisite: EDU 3101 Language Arts Methods II

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

Student Handbooks
Performance Assessment Guides

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

The teaching cycle, including:

1. Planning
2. Universal Design for Learning
3. Alignment to MN Academic Standards or other required standards.
4. Instruction
 - a. Academic Language
 - b. Student Engagement
5. Assessment
 - a. Multiple opportunities for demonstration of mastery

6. Modification
 - a. Response to student assessment data and plans for re-teaching or modification of future lessons.
7. Weaving cultural responsiveness and/or culturally sustaining practices woven into each of the above-described sections of the teaching cycle.
8. Importance of gaining parental permission to video record and what to do if permission is not granted.
9. How to use video recording device(s).
10. Practice video recording in the classroom.

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
Demonstrate knowledge of subject matter, content standards, and subject-specific Pedagogy.	A, B, C, D	1
Develop and apply knowledge of varied students' needs.	A, B, C, D	4
Incorporate research and theory about how students learn into their performance assessment.	A, B, C, D	1
Reflect on and analyze evidence of the effects of instruction on student learning.	A, B, C, D	6
Demonstrate understanding of teaching and student learning in authentic ways.	A, B, C, D	7
Create culturally competent instructional strategies based on information gained from this course.	A, B, C, D	6

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): _____
- 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?
___X___ Yes _____ No
- Required as part of licensing requirement for PELSB.

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