

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM
Outline Form Created: 03/19/19
Form Updated 12/2/24

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: 02/25/26

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: EDUC 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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. 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
2. 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
3. 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

4. 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
5. 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
6. 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

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)

Subp. 6. Standard 6. Professional responsibilities.

A. The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.

B. The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.

C. The teacher understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.

E. The teacher explores their own intersecting social identities and how they impact daily experience as an educator.

G. The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to make adaptations and adjustments toward more equitable outcomes.

H. The teacher demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.

I. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media.

J. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

Subp. 7. Standard 7. Collaboration and leadership.

A. The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.

C. The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

F. The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, or national level; and advocates for students, the school, the community, and the profession.

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/wpcontent/uploads/2017/09/Ways-of-Learning_An-Ojibwe-Childhood.pdf