

FDLTCC Education Unit Key Assessments 2025

Course	Standard	Description	Assessment	Cultural Standard	When occurs /Year
AMIN 1020 Foundations of Anishinaabe and American Educational System	SEP: 1.F The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.	Pre- and Post Assessment: TC will be given a pre-assessment about what they know about culturally responsive classrooms. In classroom experience observe/participate with K-6 students in the cultural activity (for instance wild ricing) and then at the end of the course, complete a post assessment about what they have learned about the cultural activity and about culturally responsive classrooms.	Rubric: Rubric of a Self- Assessment Pre & Post Demonstrates what they have learned about cultural activity and culturally responsive classrooms.	ZAAGI' IDIWIN Loving and caring	Fall Freshman
AMIN 2302 Culturally Responsive Leadership	SEP: 5.A The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	TC design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest for a basic lesson plan. Post Assessment: Complete rubric of a lesson plan and discuss information that has changed throughout the course.	Lesson Plan Rubric: Demonstration of the culturally responsive teaching in a response paper for the lesson plan.	DEBWEWIN Honesty and Integrity	Spring Sophomore
EDUC 3215 Educational Technology	SEP: 6A. 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.	Analyzing an ethical issue related to educational technology to determine how the issue may affect people of various cultures differently with particular attention to the effects on indigenous students. Write a response paper.	Response paper of an Ethical Issues Reflection: Develop a conceptual understanding of professional identity in online spaces; Identify problematic behaviors; Respond to reflection.	DEBWEWIN Honesty and integrity	Spring Sophomore

EDUC 3103 Foundations of Literacy for Educators	SM: 3.D.1 (a.b.c.d) knowledge and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction	Creative Final Project: Final theme paper. Describe how children's and young adolescents' literature (inclusive of Anishinaabeg or other Indigenous cultures) is strongly encouraged. represents a variety of genres in assessing the reading techniques of the semester.	Creative Project	GIKENDAASOWIN Knowing knowledge	Fall Junior
EDUC 3121 Science Methods	Subject matter: Science (Content 3.J.8.d.v State and national guidelines and plan for the care, storage, use and disposal of chemicals and equipment used to teach science.:	Laboratory Safety Lesson Plan: Lesson plan on lab safety that is aligned to state and local standards, age and culturally appropriate, environmentally appropriate Post a short video/sketch showing a safety scenario (e.g., handling glassware, outdoor sampling).	Laboratory Safety Lesson Plan Rubric Discussion Response	AANGWAAMIZIWI N Diligence and caution	Fall Junior
EDUC 4101 Curriculum and Instruction	SM: 8A, 8B, 8C, 8E, 8F, 9F SEP: 4C: The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.	Six Level Unit Plan with Adaptations & Modifications: Develop a six-level unit plan utilizing a lesson plan template. Your unit should show evidence of MN Academic Standards at the 4-6 grade level and that Bloom's Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values. The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction. Through the development of the Six Level Unit Plan with Adaptations and Modifications, the student will understand Minnesota's Academic Standards and how to implement them.	Six Level Unit Plan with Adaptations & Modifications	DEBWEWIN Honesty and integrity	Fall Junior
OJIB 2010 Anishinaabe for the Classroom	SEP: 2C. The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student	Classroom Management Plan: Students will create an inclusive classroom management plan based on Anishinaabe cultural values taking into consideration students' culture, family, and community values.	Classroom Management Plan	AANGWAAMIZIWI N Diligence and caution	Spring Junior

	outcomes and reduce exclusionary practices.				
EDUC 3100 Language Arts Methods I	SEP: 4I. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.	Lesson Plan 1: Develop and Implement lessons on reading methods for a K-3 lesson. Students will use a lesson plan template to create the first lesson in small groups supporting community learning. Students will incorporate the developmental stages of language pertaining to the K-3 grade level selected. The lesson plan must incorporate a wide variety of materials and technology resources. Respond in a Literacy blog: that integrates diverse technology tools to maximize learning; demonstrates innovative use of platforms, apps, and multimedia to support differentiated instruction	Technology Digital Literacy Blog Rubric	GIKENDAASOWIN Knowing knowledge	Spring Junior
EDUC 3101 Language Arts Methods II	SEP 4B. The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge. Reading Content 3.B (8), 3.F(1), 3.F(2), 3.F(6)	Create and implement a student reading inventory to determine the interests and cultural and linguistic backgrounds of one student in the clinical setting. Confer with that student and document conference focused on choice reading, Design and implement a mini lesson focused on selecting good-fit and high-interest texts for students' book bins. Upload this mini lesson to the Seesaw blog. A assignment; administer a student reading inventory as well as use data collected from a formalized reading assessment, such as the BAS, to identify independent and instructional-level texts that suit his/her interests, backgrounds, and instructional needs.	Tutoring Plan with Reading Inventory with interests and reading ability	ZAAGI' IDIWIN Loving and Caring	Fall Senior
EDUC 3122 Math Methods for Elementary Education	3(F) Math Content: HA4a, HA4b, HA4c	Part 1: TC's will build a scale structured wigwam and solve a variety of engineering problems in its construction. TC's will complete a digital or paper poster to demonstrate various solution strategies (concrete to abstract). Part 2: TC's will build a scale structure wigwam and solve a variety of engineering problems in its construction. TC's will journal solutions to problems involving geometric shapes and mathematical relationships between them.	Wigwametry	GIKENDAASOWIN Knowing knowledge	Fall Senior

Dispositions:

Where Occurs	Disposition	Learning Outcome	Cultural Standard	Semester	Year
AMIN 1020 Foundations of Anishinaabe and American Education System <i>SEP: 6 (C)</i>	Integrates Content and Pedagogical Knowledge	Educational Philosophy paper	GIKENDAASOWIN – Knowing Knowledge	Fall	Freshman
EDUC 3101 Lang. Arts Methods II SM: 3.F.6	Communication and Collaboration-	Tutoring plan with a Reading Inventory of student interest and reading ability.	GWAYAKWAADIZIWIN – Living a Balanced Way	Fall	Senior
EDUC 3200 Children with Exceptionalities <i>SEP: 4 (B)</i>	Equity, Social Justice, and Inclusion	Educational Phil Paper	ZAAGI’IDIWIN – Loving and Caring	Spring	Junior
EDUC 3210 Educational Psychology <i>SEP: 8 (A)</i> <i>Multi-level framework</i>	Ethical Behavior	Multi-level framework	AANGWAAMIZIWIN – Diligence and Caution	Fall	Junior
EDUC 4102 Differential Instruction and Assessment SM: 3.E.2.B.	Data-Informed Practice	Intervention plan with a K-3 student using NWEA STAR data.	DEBWEWIN – Honesty and Integrity	Spring	Junior
EDUC 4120 The Professional Educator SEP: 7(A) & 7(C)	Vision and Leadership	Professional Education Action Plan	ZOONGIDE’EWIN – Strong Hearted	Fall	Senior
EDUC 4510 Student Teaching	Life-Long Learner	All dispositions are assessed in Triad Meeting.	ZHAWENINDIWIN – Compassion	Spring	Senior

Key assessments: example: Short version:

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Ojib 2010 Anishinaabe for the Classroom	SEP: 6E and new 2C. The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student outcomes and reduce exclusionary practices.	Students will create an inclusive classroom management plan based on Anishinaabe cultural values taking into consideration students' culture, family, and community values.	Classroom Management Plan	AANGWAAMIZI WIN Diligence and caution	Spring Junior
EDU 3101 Language Arts Methods II	SEP 4B. The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge. Reading Content 3.B (8), 3.F(1), 3.F(2), 3.F(6)	Create and implement a student reading inventory to determine interests and cultural and linguistic backgrounds of one student in the clinical setting. Confer with that student and document conference focused on choice reading, Design and implement a mini lesson focused on selecting good-fit and high-interest texts for students' book bins. Upload this mini lesson to the Seesaw blog. Administer a student reading inventory as well as use data collected from a formalized reading assessment, such as the BAS, to identify independent and instructional-level texts that suit his/her interests, backgrounds, and instructional needs.	Tutoring Plan with a Reading Inventory of student interests and reading ability.	ZAAGI' IDIWIN Loving and Caring	Fall Senior
EDU 3122 Math Methods for Elementary Education	3(F) Math Content: HA4a, HA4b, HA4c	Part 1: TC's will build a scale structure wigwam and solve a variety of engineering problems in its construction. TC's will complete a digital or paper poster to demonstrate various solution strategies (concrete to abstract). Part 2:TC's will build a scale structure wigwam and solve a variety of engineering problems in its construction. TC's will journal solutions to problems involving geometric shapes and mathematical relationships between them.	Wigwametry	GIKENDAASOWI N Knowing knowledge	Fall Senior

Short version of Dispositions: Examples

Where Occurs	Disposition	Learning Outcome	Cultural Standard	Semester	Year
EDU 3200 Children with Exceptionalities SEP: 4 (B)	Equity, Social Justice, and Inclusion	Educational Phil Paper	ZAAGI'IDIWIN – Loving and Caring	Spring	Junior
EDU 3210 Educational Psychology SEP: 8 (A) Multi-level framework	Ethical Behavior	Multi-level framework	AANGWAAMIZIWIN – Diligence and Caution	Fall	Junior
EDU 4102 Differential Instruction and Assessment SM: 3.E.2.B.	Data-Informed Practice	Intervention plan with a K-3 student using NWEA STAR data.	DEBWEWIN – Honesty and Integrity	Spring	Junior
EDU 4510 Student Teaching	Life-Long Learner	All dispositions are assessed in Triad Meeting.	ZHAWENINDIWIN – Compassion	Spring	Senior