

Ratings Guide

INTENT: Does the course content/learning activities/assessments align with the intent of the standard?
FULL STANDARD: Is the full standard addressed through the learning activity specified (not just one aspect of the standard)?
BREADTH: Is the breadth and depth of the standard able to be addressed through the identified activities/course(s)? (Are too many standards overloaded into a single course? Or one learning task attributed to a zillion standards)
SYLLABI VALIDATION: Do the syllabi validate what is reported in the matrix? (Each learning activity listed in the matrix should be clearly seen as a required task in the corresponding syllabus. If you cannot verify that the activity/task is in the syllabus, mark the standard “not met”.)

8710.2000 STANDARDS OF EFFECTIVE PRACTICE

FORM I-D GRID

8710.2000 Standards of Effective Practice	Course ID Number	Any and all referenced experiences must be verifiable in the course syllabi submitted. Use specific references to activities* in the syllabi that evidence learning opportunities & assessments that align to the standard. (*readings, activities, topics of discussion, assignments, experiences, etc.)	Reviewers will evaluate the evidence cited for each standard.
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:			RATINGS: MET MET WITH CONCERN NOT MET
3A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;	EDU/CDEV 1210 EDU/CDEV 2640	Also in EDU 4101 Curriculum and Instruction. Examples include: Read chapters as assigned. Lab: Fine motor skills, and self-portrait Piaget and Vygotsky are reviewed. Recall strategies for parent engagement, write a plan for family engagement. Develop a lesson plan using multiple intelligences. Please see the PELSB Alignment Table in each syllabus for detailed alignment to the standard.	MET

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>3B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;</p>	<p>EDU/CDEV 1210 EDU/CDEV 2640</p>	<p>Also in EDU 3210 Educational Psychology.</p> <p>Examples include: Video exercise that demonstrates strategies for language development, create a lesson plan that includes math, arts, physical education, literacy at various developmental levels covering the domains, work in small groups to create culturally relevant strategies aligned to domains of the standard.</p> <p>Please see the PELSB Alignment Table in each syllabus for detailed alignment to the standard.</p>	<p>MET</p>
<p>3C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;</p>	<p>EDU/CDEV 1210 EDU/CDEV 3210</p>	<p>Also in EDU 3125 Physical Education Methods.</p> <p>Examples include: Fine motor lab, students identify levels of social acceptance and readiness to learn, work in small groups to discuss developmental progression of learners to meet the domains of the standard, 2-3 page paper that compares and contrasts Indigenous and non-Indigenous students level of developmental readiness.</p> <p>Please see the PELSB Alignment Table in each syllabus for detailed alignment to the standard.</p>	<p>MET</p>
<p>3D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;</p>	<p>EDU 3200 EDU/AMIN 1020</p>	<p>Examples include:</p> <p>Teaching strategies, interventions that are monitored, data collection, assess data to report on strengths and opportunities for growth, web design of students' strengths, think pair share.</p> <p>Please see the PELSB Alignment Table in each syllabus for detailed alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>3E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;</p>	<p>EDU 3200 EDU/CDEV 2640</p>	<p>Examples include: Attend an intervention meeting, various lesson plan development, and small group work. Please see the PELSB Alignment Table in each syllabus for detailed alignment to the standard.</p>	<p>MET</p>
<p>3F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;</p>	<p>MATH 1050 EDU 3122</p>	<p>Examples include: The use of manipulatives, hands on projects such as wigwametry, to build a scale structured wigwam. Please see the PELSB Alignment Table in each syllabus for detailed alignment to the standard.</p>	<p>MET</p>
<p>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</p>	<p>ENGL 2200 EDU 4101</p>	<p>Also in EDU 4500 Student Teaching Examples include: Student observations, classroom activities such as reading a picture book and employing effective listening skills, a reflection essay, writing assignment develop instructional strategies to promote student learning, videos, field experience observation, edTPA lesson plan. Please see the PELSB Alignment Table in each syllabus for detailed alignment to the standard.</p>	<p>MET</p>
<p>3H. demonstrate knowledge and understanding of concepts related to technology and student learning.</p>	<p>EDU 3215 EDU 4101</p>	<p>Examples include: Construct a personal technology goal, write a one page reflection paper of personal growth in technology, an activity that uses technology to teach a math concept in a field experience. Please see the PELSB Alignment Table in each syllabus for detailed alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>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.</p>			
<p>4A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;</p>	<p>EDU 3210 ANSH 2010</p>	<p>Also found in EDU/CDEV 1210 Child Growth and Development</p> <p>Examples include:</p> <p>Analyze Ojibwe resources, create a inclusive classroom management plan, jigsaw, video, intrinsic motivation lab and classroom observation.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents.;</p>	<p>EDU 3200 EDU 4102</p>	<p>Examples include:</p> <p>Research presentation on exceptionalities, learning disabilities, perceptual difficulties and special physical or mental challenges, gifts and talents, lesson plan development and implmentation, interviews.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;</p>	<p>EDU/AMIN 1020 ANSH 2010</p>	<p>Also in EDU/AMIN 2300 Culturally Responsive</p> <p>Creating a poster to include Ojibwe Language</p> <p>Examples include:</p> <p>Small group work and jigsaw, develop and present Ojibwe Language lesson plans</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>4D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;</p>	<p>EDU/AMIN 1020 EDU 3210</p>	<p>Examples include: Discussion in large groups, videos, and small group discussion. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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;</p>	<p>EDU/AMIN 2300 EDU/AMIN 1020</p>	<p>Also found in EDU 3200 Educational Psychology and ANSH 2010 Anishinaabe for the Classroom: Prior learning, student's experiences. Examples include: Classroom discussion, survey of cultural responsive classroom, video, multi-level framework and case study project, jigsaw Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;</p>	<p>EDU/AMIN 1020 EDU 3210</p>	<p>Examples include: Discussion in large group, mid-term exam, interviews, multi-level framework and videos. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;</p>	<p>EDU/AMIN 1020 EDU 3210</p>	<p>Also found in ANSH 2010 Anishinaabe in the Classroom. Ojibwe language and culture lesson plan and calendars. Examples Include: Reviewing K-6 classroom curriculum, checklist, mid-term exam, micro-teaching, lesson plan, and essential questions. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>4H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;</p>	<p>EDU/AMIN 1020 EDU 3120</p>	<p>Examples include: Think, pair/share, reflection in small groups, interview elders, multi-level framework. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;</p>	<p>EDU 4101 EDU 4500</p>	<p>Examples include: Mastery learning to devise a plan, present plan to host teacher, includes a well being model, medicine wheel, and talking circles. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4J. know about community and cultural norms</p>	<p>EDU/AMIN 2300 EDU 3210</p>	<p>Examples include: Video and faceless dolls, cultural basket, five page paper on cultural norms. Please see the PELSB Alignment Table in each syllabus for alignment to the standard. <u>Reviewers' Comment:</u> Knowledge is limited to the Ojibwe culture. It was unclear if other cultures would be used in the instruction and assessment because only Ojibwe was listed.</p>	<p>NOT MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>4K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;</p>	<p>EDU/CDEV 1210 EDU/CDEV 2640</p>	<p>Also found in EDU 4101 Curriculum and Instruction.</p> <p>Examples include:</p> <p>Design and implement a one day group lesson using Blooms levels, commercial or flip grid of cognitive domain, group time activities, songs, KWHLH,</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;</p>	<p>EDU/AMIN 1210 EDU/CDEV 2640</p>	<p>Also found in EDU 4101 Curriculum and Instruction.</p> <p>Example includes:</p> <p>Course Readings, lab hours for fine motor skills and Piaget and Vygotsky theories, video exercise.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p> <p><u>Reviewers' Comment:</u></p> <p>The instruction and the assessments provide background knowledge of the standard, but application in a clinical setting is missing - so it does not meet the full intent of the standard as the verb implies application.</p>	<p>NOT MET</p>
<p>4M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;</p>	<p>EDU 3200 EDU 4101</p>	<p>Examples Include:</p> <p>Course readings, field placement, Elicitation poster, instructional strategies, journal.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
Reviewed 8.18.21

<p>4N. identify when and how to access appropriate services or resources to meet exceptional learning needs;</p>	<p>EDU 3200 EDU 4500</p>	<p>Examples: Course readings, attend an intervention meeting, seminar on information on the different areas of exceptionality in learning, edTPA lesson plan.</p> <p>Please see the PELS Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;</p>	<p>EDU 3210 EDU 4500</p>	<p>Course readings, small group work, case studies, plan, model, implement, and monitor a culturally responsive learning center, reflection.</p> <p>Please see the PELS Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;</p>	<p>EDU 3120 EDU 4500</p>	<p>Course readings, Wheel Identity, course observation, journal, plan, model, implement, and monitor a culturally responsive learning center, reflection.</p> <p>Please see the PELS Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4Q. develop a learning community in which individual differences are respected; and</p>	<p>EDU/AMIN 2300 EDU 4101</p>	<p>Course readings, Faceless Doll activity and class presentation, video, PLC, self-assessment.</p> <p>Please see the PELS Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>4R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p>	<p>EDU 3215 EDU 3122</p>	<p>Also in EDU 3121 Science Methods and EDU 4500 Student Teaching.</p> <p>Formative Tool assessment evaluation, using Padlet for Response Variation, technology resource lesson plan.</p> <p>Please see the PELS Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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.</p>			

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>5A. understand Minnesota's graduation standards and how to implement them;</p>	<p>EDU 4101 EDU 3122</p>	<p>Course readings, review the Minnesota Academic Standards for Math classroom activities, field experience, Math Unit Plan aligned to Math Academic Standards.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>5B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;</p>	<p>EDU/CDEV 2640 EDU 3210</p>	<p>Course readings, compile songs including songs with Ojibwemowin or Anishinaabe Cultural topics, Create group time agenda and rehearse group time, in class activities.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>5C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;</p>	<p>EDU 4102 EDU 4500</p>	<p>Course readings, classroom activities, field experience observation, implment strategies.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>5D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;</p>	<p>EDU 4101 MATH 1050</p>	<p>Also found in EDU 3122 Math Methods for Elementary Education and ED 4500 Student Teaching.</p> <p>Interviews, Perspective Analysis Paper, video, classroom activities, center development assignment.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p> <p><u>Reviewers' Comment:</u></p> <p>The instruction and the assessments provide background knowledge of the standard, but application in a clinical setting is missing - so it does not meet the full intent of the standard as the verb implies application.</p>	<p>NOT MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

5E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;	EDU 4101 EDU 3200	Course readings, lesson plans, unit plan, lab hours. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.	MET
5F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;	EDU 4101 EDU/CDEV 2640	Course readings, in class activities, unit plan, develop instructional strategies. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.	MET
5G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;	EDU 4101 EDU/CDEV 2640	Course readings, scenarios, in class activities, lesson plans. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.	MET
5H. monitor and adjust strategies in response to learner feedback.	EDU 4101 EDU 3200	Course reading, use assessments to ensure that all students are meeting their developmentally appropriate goals and moving forward in a classroom. Through the field experience, in the 4-6 grade classroom field experience, students will develop an intervention lesson for a group of students. The lesson plan format will be provided. Formative assessments and alternative activities will be part of the plan. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.	MET
5I. vary the instructional process to address the content and purposes of instruction and the needs of students;	EDU 4101 EDU 3200	Course readings, one day lesson plan, in class activities and exercises, field experience, journal. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.	MET

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>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;</p>	<p>EDU 4101 EDU 4500</p>	<p>Course readings, lesson plan development, in class exercises and activities, create and implement a math or science center that uses different levels and perspectives for critical thinking with a group approach. The K-6 learner will be put into a group setting and work towards a presentation of a chosen subject inclusive of the Anishinaabe culture as a component within the center.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and</p>	<p>EDU 3215 EDU 3101</p>	<p>SAMR Modified Lesson and Reflection, Evaluate and reimagine an existing lesson or activity to incorporate a deeper degree of educational technology, Develop and maintain a digital literacy blog that supports differentiated learning at home and school, establishes communication with families, and integrates Ojibwe language and cultural learning activities and approaches across settings.</p> <p>Also found in EDU 3200 Children with Exceptionalities.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>5L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.</p>	<p>EDU 4101 EDU 3215</p>	<p>Also found in EDU 3100 Language Arts Methods I.</p> <p>Various lesson plans, SAMR Modified Lesson and Reflection, Evaluate and reimagine an existing lesson or activity to incorporate a deeper degree of educational technology.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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:</p>			

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>6A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;</p>	<p>EDU/AMIN 1020 EDU 3120</p>	<p>Also found in EDU 3210 Educational Psychology.</p> <p>Course readings, small groups to distinguish the different sciences, compare and contrast motivational strategies, written paper about the experience in a culturally responsive classroom, classroom activity, My social studies experience, creating a community of learners will allow sharing & reflection on ways student needs can be met by creating a community of learners, and what can be blind spots for educators, create culturally competent instructional strategies for both individual and group work.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6B. understand how social groups function and influence people, and how people influence groups;</p>	<p>EDU 4100 EDU 3210</p>	<p>Course readings, case studies, classroom discussion, research paper.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;</p>	<p>EDU 4100 EDU 4500</p>	<p>Course readings, case studies, introduce a lesson about self-esteem: Discuss a short project about looking for a quick message from media, commercial or news from the previous day that is of interest to the K-6 learner as an opener for a lesson about self-esteem. Students will be able to Think-Pair Share (TPS) their media to talk about, reflection.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>6D. know how to help people work productively and cooperatively with each other in complex social settings;</p>	<p>EDU 4100 EDU 4500</p>	<p>Course readings, case studies, introduce a lesson about self-esteem: Discuss a short project about looking for a quick message from media, commercial or news from the previous day that is of interest to the K-6 learner as an opener for a lesson about self-esteem. Students will be able to Think-Pair Share (TPS) their media to talk about, reflection.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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;</p>	<p>EDU 4100 EDU 4500</p>	<p>Assigned readings, Classroom Design I, Field Experience Participation and Journal Reflection: Strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. In the K-6 classroom, choose one new effective classroom management to build positive relationships and cooperation in the classroom. As an added Ojibwe classroom management tool. Adding humor to any management style would be effective. Such as a joke of the day. Another example would be Offer extra study or computer time during small group time.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;</p>	<p>EDU 4100 EDU 3210</p>	<p>Assigned readings, case studies, class activities, paper assignment, interview special education teacher.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>6G. understand how participation supports commitment;</p>	<p>EDU 4100 EDU 4500</p>	<p>Also found in 3125 Physical Education Methods.</p> <p>Course readings, Teach the Explicit Behavior Lesson Plan, Explicit Behavior Lesson Plan Reflection, introduce a lesson about self-esteem, use Think-Pair Share (TPS), design an indigenized physical fitness test program. In a one-minute write, the students will be directed to list behaviors that were consistent with becoming physically educated. YouTube videos on physical fitness.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;</p>	<p>EDU 4100 EDU 4500</p>	<p>Course readings, field experience, reflective journal, lessons that are built upon students interest, wonderings and choices by participating in events at the school.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6I. establish peer relationships to promote learning;</p>	<p>EDU 4100 EDU 4500</p>	<p>Classroom readings, discussion, Teach the Explicit Behavior Lesson in the Field Experience, Explicit Behavior Lesson Plan Reflection.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;</p>	<p>EDU 4100 EDU 3210</p>	<p>Course readings, case studies, classroom discussions, paper assignment.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>6K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;</p>	<p>EDU 4100 EDU 4101</p>	<p>Also found in EDU 3120 Social Studies Methods.</p> <p>Course readings, Field Experience Observation and Participation and Field Experience Journal: Motivational Strategies, small group work, identify strategies, Through the Field Experience, the students will develop and execute a lesson using the lesson plan template provided. The lesson plan will include different motivational strategies that are likely to encourage continuous development of individual learner abilities, choose one of three strategies to imbed in a Micro-Teaching demonstration: 1.) Gamify it, 2.) Make it Social, or 3.) Storify it.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;</p>	<p>EDU 4100 EDU 4101</p>	<p>Course readings, Field Experience Participation and Field Experience Journal: Student Responsibility and Engagement, Various course exercises.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>6M engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;</p>	<p>EDU 4100 EDU 4101</p>	<p>Course readings, Teach the Explicit Behavior Lesson Plan, Explicit Behavior Lesson Plan Reflectio, Field Experience, develop and execute lessons using the lesson plan template provided. The lesson plans will include opportunities to engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning. The student will teach the lesson as part of the field experience in a 4-6 grade classroom. After the lesson, the student will write a reflection on how the motivational strategies worked and how you could improve them. The student will discuss how the lesson increased the individual learners abilities.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;</p>	<p>EDU 4100 EDU 4500</p>	<p>Course readings, Classroom Design I-develop a classroom and learning environment that describes how resources will be organized, allocated, and managed to include time, space, activities, and attention. Using research, student will include rationale that describes how the design will provide active engagement. Plan and facilitate a workshop model/learning centers or stations or similar activity where students are responsible for their learning by working collaboratively and independently with a focus on resources of time, space, activities, and attention cooperative learning tasks.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>6O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;</p>	<p>EDU 4100 EDU 4101</p>	<p>Course readings, Classroom Design I</p> <p>-develop a classroom and learning environment that describes classroom expectations, processes for communication, and behavior. Students will also describe the physical setting that supports classroom goals, field experience to observe how teachers maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;</p>	<p>EDU 4100 EDU 4101</p>	<p>Course readings, Classroom Design I-develop a classroom and learning environment that describes classroom expectations for: student interactions, academic discussions, and individual/group responsibility. Student will include rationale that describes how expectations will create a positive classroom climate, field experience, to develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning, develop a classroom plan to maximize learning time.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>6Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and</p>	<p>EDU 4100 EDU 4500</p>	<p>Course readings, field experience observations, classroom discussion, Classroom Design II-reflect on the classroom learning environment and their own classroom design, completed bulletin board reflects the motivation, engagement and involves social relationships throughout the process.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>6R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals</p>	<p>EDU 4100 EDU 4500</p>	<p>Course readings, Explicit Behavior Lesson Plan- develop a lesson plan that teaches an explicit behavior. In the lesson, include strategies for independent and group work that support student participation, Plan, model and monitor a workshop model/learning centers or stations or similar activity where students are responsible for their learning by working collaboratively and independently.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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:</p>			
<p>7A. understand communication theory, language development, and the role of language in learning;</p>	<p>EDU 3100 EDU 3101</p>	<p>Course readings, classroom discussion, Lesson Plan 1: Develop and Implement lesson on reading methods for a K-3 lesson, Instructional presentation on communication theory with group discussion, Write a one-page paper justifying the importance of language (English and Ojibwe) in learning, Upload a brief post (written or video) to families on the Seesaw blog summarizing points made in the one-page justification paper.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>7B. understand how cultural and gender differences can affect communication in the classroom;</p>	<p>EDU 3100 EDU 3125</p>	<p>Field Experience to continuously understand cultural and gender differences affect classroom communication, journal, Field Experience to continuously understand cultural and gender differences affect classroom communication, in class discussion, Seven Grandfather Teachings.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>7C. understand the importance of nonverbal as well as verbal communication;</p>	<p>EDU 3100 EDU 3125</p>	<p>Classroom discussions to supporting how to understand and apply teaching reading related to the developmental stages of language (both verbal and non), observation</p> <p>Field experiences, Video reviews of verbal and nonverbal communication, Class instruction and discussion sessions will also include Anishinaabe-specific communication styles including, but not limited to: not looking directly into the eyes of the speaker, gently handshaking, not walking over the legs of either gender, and not scolding young children.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>7D. know effective verbal, nonverbal, and media communication techniques;</p>	<p>EDU 3101 EDU 3125</p>	<p>Also found in EDU 3205 Health and Wellness for K-6 Educators.</p> <p>Course readings, Instructional presentation on verbal, non-verbal and media communication techniques with group discussion, create a graphic organizer identifying and describing specific verbal, nonverbal, and media communication techniques used in the classroom and how they impacted student learning, practice using strategies -- opinion poll, self- assessment using the Nonverbal Immediacy Scale to help becoming a better communicator</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>7E. understand the power of language for fostering self-expression, identity development, and learning;</p>	<p>EDU 3205 EDU 3101</p>	<p>Course readings, Dream Catcher Dialogue. This activity is important so the candidate understands how powerful language can be when connected to cultural identity. Videos and journal reflection, Instructional presentation on language and its role in fostering self-expression, identity development, and learning with group discussion, Design a creative symbolic representation of the group activity and reflective response using art, words, drama, music, media, or any number of other creative platforms that involve language (verbal, nonverbal, written, and/or visual).</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>7F. use effective listening techniques;</p>	<p>EDU 3100 ENGL 2200</p>	<p>Readings and instructor lecture focused on how to use effective listening techniques, apply learning by participating in a group activity to practice using the listening strategies outlined in the presentation and readings. Field Experience Observation for Listening Techniques Reading a Picture Book and Employing Effective Listening Skills, Observation Reflection Essay, Reading Experience Reflection Essay</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>7G. foster sensitive communication by and among all students in the class;</p>	<p>EDU 3100 EDU 3200</p>	<p>Readings and instructor lecture focused on how to use effective listening techniques to foster sensitive communication among all K-3 students in the classroom,</p> <p>Journal regarding sensitive communication experiences and/or informal interview of host teachers experiences, Work with a small group of peers to practice a variety of sensitive communication strategies for use in the K-3 classroom.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p> <p><u>Reviewers' Comment:</u></p> <p>The instruction and the assessments provide background knowledge of the standard, but application in a clinical setting is missing - so it does not meet the full intent of the standard as the verb implies application.</p>	<p>NOT MET</p>
---	--------------------------	---	----------------

Fond Du Lac Tribal & Community College
Reviewed 8.18.21

<p>7H. use effective communication strategies in conveying ideas and information and in asking questions;</p>	<p>ENGL 2200 EDU 3101</p>	<p>Instructional presentation on effective communication strategies for conveying ideas and asking questions with a group discussion, Work with a small group of peers to practice a variety of communication strategies for conveying ideas and information and asking questions. Complete an exit ticket response at the close of the group activity outlining what was learned, what ideas you have as a result of the experience, and what questions you have regarding how to use these strategies in the clinical setting. In a small group, analyze a text of their choosing and applying literary concepts to build a literary analysis together. This will require their active participation to demonstrate effective communication skills.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p> <p><u>Reviewers' Comment:</u></p> <p>The instruction and the assessments provide background knowledge of the standard, but application in a clinical setting is missing - so it does not meet the full intent of the standard as the verb implies application.</p>	<p>NOT MET</p>
---	-------------------------------	--	----------------

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>7I. support and expand learner expression in speaking, writing, and other media;</p>	<p>EDU 3215 EDU 3101</p>	<p>Course readings, Personal Technology Goal Reflections: A series of three, one-page reflections about a personal technology goal. Their goal must aim to increase Elementary student learning, with a particular focus on their American Indian students. Reflect on their progress towards this goal by responding to online discussion board posts. Participate in a series of group activities in class that involve informal language, formal language, dramatic arts, listening, and creative writing prompts that are supported with Ojibwe picture books.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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;</p>	<p>EDU 3121 EDU 4100</p>	<p>Course readings, class discussions, field experience, Lesson Plan Topic, Explicit Behavior Lesson Plan.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p> <p><u>Reviewers' Comment:</u></p> <p>The instruction and the assessments provide background knowledge of the standard, but application in a clinical setting is missing - so it does not meet the full intent of the standard as the verb implies application.</p>	<p>NOT MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>7K. use a variety of media and educational technology to enrich learning opportunities.</p>	<p>EDU 3215 EDU 3200</p>	<p>Digital Portfolio: Create a Google Site to demonstrate what you have learned during the course. Each required page is worth 10 points for a total of 50 points. Assignments to add include:</p> <ul style="list-style-type: none"> - Personal Technology Reflections - Digital Citizenship Lesson and Survey and Reflection - Ed Tech Tools - Ethical Issues Survey and Reflection - SAMR Modified Lesson and Reflection <p>Students will use a variety of media and educational technology as assistive technology including free google extensions for accessibility and devices from lending libraries or assistive technology centers to explore the possibilities, Develop plans for supporting and integrating the assistive technology either through universal design or individual placement. Implement or use in a lesson a piece of assistive technology.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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:</p>			
<p>8A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;</p>	<p>EDU 4101 EDU/CDEV 2640</p>	<p>Course readings, pre and post test, classroom exercises, scenerios, Create a lesson meeting standards or indicators focused on commonly used terms in the arts, materials and multiple ways to reach the standard or goal. Compare and Contrast teacher directed projects and open ended projects.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>8B. plan instruction using contextual considerations that bridge curriculum and student experiences;</p>	<p>EDU 4101 EDU 4500</p>	<p>Course readings, videos, scenerios, plan an outdoor learning experience with a connection to a cultural seasonal experience and science for the students.</p> <p>The K-6 learners will connect being in the place of Ojibwe people and a lesson with science by writing about the experience</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>8C. plan instructional programs that accommodate individual student learning styles and performance modes;</p>	<p>EDU 4101 EDU 3200</p>	<p>Course readings and class exercises, describe the impact of families, service providers and paraprofessionals. Explain Effective collaboration practices with families and professionals (co-teaching, consultation). Identify philosophical imperatives supporting inclusive education and a person-first ideology (Quality of life, civil rights, improved achievement). Adjust lesson plans to integrate the individualized learning goals of students across the domains. Use assessment to ensure that all students are meeting their developmentally appropriate goals and moving forward in a classroom.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>8D. create short-range and long-range plans that are linked to student needs and performance;</p>	<p>EDU 4101 EDU 4500</p>	<p>Through the course readings, activities, and discussions, students will develop the skills to plan their curriculum using either the curriculum mapping framework or the Understanding by Design framework. By increasing the students' knowledge of designing curriculum, students will be able to create short-range and long-range plans that are linked to student needs and performance. choose a specific student to observe throughout the semester to review short and long term goals for. This student will be a case study to collect projecting performance and assessments for. The candidate will assist with the success of the student by documenting the short and long term goals.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>8E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;</p>	<p>EDU 4101 EDU 3101</p>	<p>Through the course readings, activities, and discussion of Chapter 9- Planning for Teaching and Learning, the students will design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress. Design and implement guided small group reading lessons that are specifically tailored to students developing needs in foundational skills, comprehension strategy usage, and demonstration of fluency.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>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</p>	<p>EDU 4101 EDU 4500</p>	<p>Develop a six level unit plan utilizing a lesson plan template. Your unit should show evidence of 4-6 MN Grade Level Standards of your choice and that Blooms Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Blooms levels and focus on Indigenous students and their learning styles, culture, and values.</p> <p>The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction. Create and implement an edTPA lesson plan inclusive of Ojibwe language and culture within curriculum goals, demographics of learners in the class, effective instruction and anticipatory set. This also includes and pre- teaching, and reteaching information.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>8G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.</p>	<p>EDU/CDEV 2640 EDU 3200</p>	<p>Course readings and classroom discussions, observe carefully and compare center setups and use of centers (Discussion and written assignment) Recognizing levels of abstractness of various materials Constructed Response around space and centers. Utilize information gathered sample student IEP goals, 504 plans and gifted and talented plans to evaluate classroom plans and adjust goals. Students will have to consider the types of information to gather to evaluate their planning with the whole class and individual students based on their short-term and long-term plans as a class and planning for the exceptionalities presented in the class.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>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.</p>	<p>EDU 3215 EDU 4500</p>	<p>Digital Citizenship Lesson: Use the BrainPop Digital Citizenship website to explore lessons and activities about digital citizenship. Design a classroom lesson at the grade level of your choosing that teaches students about digital citizenship, includes cultural values, and utilizes an educational technology tool. Review of the edTPA lesson plans and include the technology in the learning activities.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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:</p>			
<p>9A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;</p>	<p>EDU 3122 EDU 4500</p>	<p>Use the Unit Lesson Plan Template when designing lesson plans. TCs will be asked to include which Academic Standards they are addressing in each lesson plan and how they plan to assess the students. The Lesson Plan Template includes pre-and post-assessments, as well as formative and summative assessments. TCs will use the data from the assessments to make changes to their lessons. Use assessment data, that is already given or administer an assessment and collect new data and analyze for student strengths towards the Minnesota Graduation standards.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>9B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;</p>	<p>EDU 3122 EDU 3200</p>	<p>Also found in EDU 4102 Differential Instruction.</p> <p>Course readings. TCs will review sample data from popular assessments used in schools to measure proficiency, including Minnesota Comprehensive Assessments (MCA) Measurements of Academic Progress (MAP). Review different types of assessment including criterion referenced, norm referenced instruments, traditional standardized and performance based tests, observation systems and assessments of student work to recognize the characteristics of the assessment, uses and limitations. Students will complete a chart on each type of assessment with the characteristics, uses, and limitations. Practice tracking data to report on progress. Various classroom activities: Students will compare and contract different types of tests, the use of the test, and the types of tasks within the tests. Purpose of Assessment (Selection, Improvement, Accountability), Interpreting Results (There are three primary methods of interpreting test results; Norm-referencing, criterion-referencing, and self-referencing. Match the assessment scenario with the appropriate method it describes. Norm-referenced: Comparison to group Criterion-referenced: comparison to standards, Self-referenced: comparison over time)</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
--	--------------------------	---	------------

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>9C. understand the purpose of and differences between assessment and evaluation;</p>	<p>EDU 3101 EDU 4102</p>	<p>The readings and class discussions will support the students knowledge in building assessments through understanding the purposes of and differences between assessment (formative) and evaluation (summative) of what was learned in the class. Create a T-chart graphic organizer identifying the purposes of and differences between assessment and evaluation. Using the T-chart organizer to organize ideas, create a brief Jing video explaining the purposes and differences between assessment and evaluation to a fictional parent/guardian who asks for clarification during a parent teacher conference. Upload this Jing video to the Seesaw blog.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>9D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;</p>	<p>EDU 3100 EDU 3200</p>	<p>Also found in EDU 4102 Differential Instruction.</p> <p>Course readings and course activities. Teacher Assessment Summary to further develop students knowledge of measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns. Student Case Study Analysis to demonstrate understanding of both formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development. Review assessments and recognize the characteristics of the assessment, uses and limitations including validity, reliability, bias and scoring concerns. Create a chart that shows the characteristics, uses, limitations which will include information on validity, reliability, bias and scoring concerns using the foundation of measurement theory. Measurement through provides the foundation of evaluating educational tests and their uses and interpretations. Students will use the concepts of measurement theory such as reliability, validity, bias, and scoring concerns to complete a chart on typically used educational assessment with children that may have exceptionalities.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>9E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;</p>	<p>EDU 3100 EDU 3200</p>	<p>Also found in EDU 4102 Differential Instruction.</p> <p>Course readings and course discussions. Teacher Assessment Summary to further develop students knowledge of measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns. Student Case Study Analysis to demonstrate understanding of both formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development. Review assessments for and recognize the characteristics of the assessment, uses and limitations including validity, reliability, bias and scoring concerns as a bias for how to select, construct and use assessment. Observations, Adjust lesson plans through use of evaluation of classroom interactions questioning and analysis of student work to consider the effect on classroom activities on the students. Develop a presentation based on the assigned chapter. Practice developing learning outcomes, formulate a lesson plan that includes technology, teach the lesson, assess throughout the lesson, and develop a list of activities to support students who are not meeting the learning outcome.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p> <p><u>Reviewers' Comment:</u></p> <p>The instruction and the assessments provide background knowledge of the standard, but application in a clinical setting is missing - so it does not meet the full intent of the standard as the verb implies application.</p>	<p>NOT MET</p>
--	--------------------------	---	----------------

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>9F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;</p>	<p>EDU 4101 EDU 4102</p>	<p>Field Experience Reflection: Students will choose one of the assessments and assess a student (K-3) from their field experience and reflect on how well the assessment identified the students strength and promoted student growth to maximize student access to learning opportunities.Math Unit Plan with Adaptations & Modifications -- Through the development of the Math Unit Plan with Adaptations & Modifications, the student will use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities. Technology will be used as a resource for assessments.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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;</p>	<p>EDU 4102 EDU 4500</p>	<p>Through reading, discussing, and completing activities of exploring different test items and assessments, the students will 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 in K-3 classroom as part of their field experience. Use the checklists of student work of formal tests including: observation, portfolios, student work.</p> <p>Informal assessments use of rubrics and checklists, projects, and performance tasks. Reflection conversation with supervisor.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>9H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;</p>	<p>EDU 3100 EDU 4102</p>	<p>Teacher Assessment Summary to further develop students knowledge of measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns. Student Case Study Analysis to demonstrate understanding of bothCandidates will implement knowledge of K-3 students in how to adapt and/or modify pedagogies formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development. Given a scenario of a classroom with students who are predominantly Indigenous and will include assessment data, experiences, learning behaviors, needs, and progress of the students, the student will use all given information to evaluate student progress and performance, develop a lesson that will be modified to meet the needs of the students described in the scenario. Students will be using the lesson template for the edTPA.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>9I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;</p>	<p>EDU 3205 EDU 4102</p>	<p>Course readings and various courseroom activities. Develop a student self-assessment, video, Known Formative Assessment Techniques; Review a list of techniques including Think-Pair-Share, Graphic Organizers, Entrance/Exit Slips, etc.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p> <p><u>Reviewers' Comment:</u></p> <p>The instruction and the assessments provide background knowledge of the standard, but application in a clinical setting is missing - so it does not meet the full intent of the standard as the verb implies application.</p>	<p>NOT MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>9J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;</p>	<p>EDU 3200 EDU 4102</p>	<p>Students will Recognize and describe the steps for intervention, assessment and evaluate the effects of class activities and using the information gained through observations, questions, and analysis of student work to drive intervention and referral decisions. Each of these interactions of evaluating the effects of classroom activities and interventions will take place in the lab experiences in learning the types of data that are used to connect to decisions in classrooms and observing the children during lessons and comparing the observation to the effects on the assessments that they complete. Lab hour: Learn about the system which includes information needed for evaluating the class to determine referrals for children with exceptionalities in your placement school. Select a learning target for the content area of choice for students in grades 4-6. Design a performance assessment task to assess student mastery of that learning target. Using the components, list and explain examples of those skill areas in your task. Students will exchange assignments and peer critique each others work.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
---	--------------------------	--	-------------------

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>9 K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;</p>	<p>EDU 3122 EDU 4102</p>	<p>TCs will watch video samples and write about teaching strategies observed in the videos. They will also be asked to observe student behaviors in relation to the teaching strategies that were implemented. Next TC.s will observe in a classroom and again monitor for instructional strategies and observe student behaviors in relation to the teaching strategies that were implemented. Finally, TCs will develop a lesson plan to include ways to build mathematical reasoning and flexible thinking (group sharing of ideas and conjectures, solutions, connections). TCs will reflect on strategies that will use to engage students in their lesson. Field Experience Activity: Students will discuss with the classroom teacher of their K-3 field experience classroom strategies he/she is using with the students and the students goals. The student will monitor the teaching strategies and behaviors in relation to student success. They will modify the teachers plan and instructional approaches to achieve the student goals. Journal reflection.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>9L. establish and maintain student records of work and performance;</p>	<p>EDU 4102 EDU 4500</p>	<p>Course readings and various courseroom activities, TC will complete a daily log of student performance and maintain records for the semester grades.Participate in weekly reviews with the host teacher of student grades.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and</p>	<p>EDU 3200 EDU 4102</p>	<p>Course readings. Demonstrate communication practices with families and professionals. This will be assessed through multiple scenarios, role plays and dialogue regarding those scenarios and role plays to connection. The interview with a family member will also inform their demonstration as students develop interview questions that are responsive to the family that they are speaking. Interview a family member of an exceptional child. Journal about their views on responsible communication about student progress between the teacher and them. Various courseroom activities. Participate in parent-teacher conferences will reflect communication with parents, guardians and other colleagues. Journal reflection.</p> <p>Also found in EDU 4500 Student Teaching. Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
---	--------------------------	--	-------------------

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>9N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p>	<p>EDU 3122 EDU 3215</p>	<p>Also found in EDU 4102 Differential Instruction and EDU 3121 Science Methods.</p> <p>Teacher candidates will learn how to provide culturally responsive experience to instruct mathematics through various technological programs. This includes Kahoot (assessment), FlipGrid, (video response), Padlet (online notes/discussion), GoFormative (assessment), and Google forms. Evaluate assessment tools and form a list of tools to help them gather data, interpret that data, and then use the findings to improve their instructional practices in order to improve their students learning and classroom experience.</p> <p>Students will research at least three technology resources that can be used to collect and analyze data. Using the technology resource and working with the classroom teacher from the field experience, the student will collect data. The student will interpret the results and communicate the findings with the classroom teacher. Through communicating with the classroom teacher, the student will develop activities that improve instructional practice and maximize the students learning. In the classroom students will discuss technology resources that can be used to collect data. Students will be required to understand the type of data that needs to be collected for each activity.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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:</p>			

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>10A. understand the historical and philosophical foundations of education;</p>	<p>EDU/AMIN 1020 EDU 4120</p>	<p>Course readings. Videos. Classroom discussion that analyzes the historical and philosophical foundation and the impact on other educational philosophies. An educational philosophy paper that reflects on the responsibility as an educators role on ethical, political, and social roles as a community member</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>10B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;</p>	<p>EDU 4120 EDU 4500</p>	<p>Course readings. Professional Educator Action/Growth Plan- students will describe multiple methods for professional self-assessment including methods of inquiry and problem-solving strategies. Reflective conversations with supervisor and mentor teacher.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>10C. understand the influences of the teacher's behavior on student growth and learning;</p>	<p>EDU 4120 EDU 4100</p>	<p>Also found in EDU 4101 Curriculum and Instruction.</p> <p>Course readings. Weekly Reflection: Influence of Teacher. Perspectives paper. Interview a classroom teacher and an administrator (principal or curriculum director) in an elementary school.</p> <p>Professional Educator Action/Growth Plan</p> <p>-students will describe the influence of teachers behavior on student growth and learning using resources provided and their own research.</p> <p>-students will analyze their own teaching behavior and describe research-based action steps to improve behavior.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>10D. know major areas of research on teaching and of resources available for professional development;</p>	<p>EDU 4120 EDU/AMIN 1020</p>	<p>Course readings. Professional Educator Action/Growth Plan- students will describe three areas of research and resources available and how the resources will support students own action/growth plan. Participate in an educational organization. Final exam that consists of major areas of research on teaching covered in this course (cultural competency, second language acquisition, equity gap, etc.) and resources for professional development discussed in class.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>10E. understand the role of reflection and self-assessment on continual learning;</p>	<p>EDU 4120 EDU/AMIN 2300</p>	<p>Course readings.NIEA web site review.</p> <p>Module 5: Assessment,</p> <p>Students will take a Ripple Effect self-reflective assessment and answer three reflective questions on their experience in a culturally responsive classroom that they will then share with a partner. Next, students will share with the whole class discussing their aha moments from the class material. This will include what they learned, what they would improve on and how the instructor of the course could make improvements as well. This is a very open and honest discussion that is framed in respect.</p> <p>Professional Educator Action/Growth Plan</p> <p>-based on their own research students will describe a self-assessment process.</p> <p>-students will describe how they use the self-assessment process and the edTPA to improve their own self-assessment.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>10F. understand the value of critical thinking and self-directed learning;</p>	<p>EDU 4120 EDU 4500</p>	<p>Course readings.TC will complete a self-assessment of their portfolio and examine it for any areas of weakness or gaps prior to actually teaching in the classroom. This will include a review of the K-6 Academic Standards.</p> <p>Online Weekly Readings and Discussions</p> <p>-Students will post to prompts with a reflection of critical thinking and the impact of the research article on self and education.</p> <p>-student will discuss their philosophy regarding self-directed learning.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>10G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;</p>	<p>EDU 4120 EDU 4500</p>	<p>Review/analyze Websites: MDE, NEA, MEA, PELSB.Reflective conversations with colleagues, supervisor, and mentor teacher.</p> <p>Professional Educator Action/Growth Plan</p> <p>-students will analyze websites provided and describe how students will participate in professional practice that support self and colleagues.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>10H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;</p>	<p>EDU 4120 EDU 4100</p>	<p>Assigned readings. Review Websites NIEA (listen to reflect on one webinar). Field Experience Observation and Participation: Reflection and Revising Practice</p> <p>Weekly Reflections: Reflection and Revising Practice</p> <p>Professional Educator Action/Growth Plan</p> <p>-students will describe how they used classroom observation, information about students, and research to evaluated outcomes for teaching and learning.</p> <p>- students will reflect on their own process in teaching/learning and describe the action steps for their own growth.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>10I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;</p>	<p>EDU 4120 EDU 4500</p>	<p>Course readings. -Review Websites NIEA (listen to reflect on one webinar). Reflective conversations with supervisor and mentor teacher.</p> <p>Professional Educator Action/Growth Plan</p> <p>-students will identify and discuss professional literature, colleagues and two other resources they used to develop as a teacher/student.</p> <p>-students will describe the process and they used to incorporate resources into their own growth.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>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;</p>	<p>EDU 4120 EDU 4500</p>	<p>See also EDU 4101 Curriculum and Instruction.</p> <p>Course readings. The Collaboration Action Plan Part II-students will identify and describe the process used to collaborate with other professionals/colleagues. Engage in a reflective conversation with a colleague outside of the classroom about student learning and instructional practices. Video: Keynote Speaker to Educators What impact would his message have on you if you were a teacher at that opening day inservice? Be prepared to share in class. PBI Self Assessment --Review the teaching practices associated with the Performance-Based Instruction Model.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
--	---------------------------------------	--	-------------------

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;</p>	<p>EDU 3215 EDU 4120</p>	<p>Also found in EDU/AMIN 1020 Foundations of Anishinaabe and American Educational Systems and EDU 4500 Student Teaching.</p> <p>Assigned readings. Class discussion. Review and work in small groups to discuss Code of Ethics for Minnesota Teachers in part 8700.7500, Review the MN Code of Ethics case study in the online discussion. Students will discuss scenarios with classmates, and use their own research, ethics, philosophy to answer the prompts in the online discussion. Ethical Issues Reflection: Choose one of the ethical issues we have discussed in class or you have read about in your assigned readings that aligns to professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 and create an online presentation (Google Slides) to promote your viewpoint/argument.</p> <p>Online Weekly Readings and Discussions</p> <ul style="list-style-type: none"> -students will respond to the scenario/case study based on their ethic and philosophy. -students will use research to respond to the scenario/case study. -student will respond to another students citing research to support their response. <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
---	---------------------------------------	---	------------

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>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</p>	<p>EDU 4120 EDU 4500</p>	<p>Course readings. MDE, NEA, MEA, PELSB website review. TC will participate in licensure meeting to explain the requirements of obtaining a license to teach and the purpose of contributing to educational organizations.</p> <p>Online Weekly Readings and Discussions</p> <p>-student will respond to online prompts and describe the process for licensure and their role as a public employee.</p> <p>-students will describe the purpose of two education organizes and their contributions.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>10M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.</p>	<p>EDU 3215 EDU 4500</p>	<p>Personal Technology Goal Reflections: A series of three, one-page reflections about a personal technology goals. Video: Reading with diverse tools. Respond to the Teaching Tolerance Digital teaching framework</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>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:</p>			

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>11A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;</p>	<p>EDU 4120 EDU 3210</p>	<p>Also found in EDU/AMIN 1020 Foundations of Anishinaabe and American Educational Systems.</p> <p>Course readings. The Collaboration Action Plan Part I-Students will describe and analyze the impact of three organizations or influences on the school community. Paper regarding various assessment measures of standardized testing, and identify cultural bias embedded within. Video regarding the debate of requiring homework, and controversy of punitive measures against parents, then participate in class discussion. Attend a school board meeting to understand the responsibility as a community member for politically, socially, and moral responsibilities for the future of the students and the community.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>11B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;</p>	<p>EDU/AMIN 2300 EDU 3210</p>	<p>Course readings. Read Standards-based Teaching and review the three scenarios about health and economic conditions. Small group work on scenarios. Reflective journal. Class discussion on how these different factors influence student learning. Paper that compares and contrasts historical trauma and its effects on Indigenous and non-Indigenous K-6 students in both rural and urban settings.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>11C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;</p>	<p>EDU 4120 EDU 3200</p>	<p>Course readings. Interview teacher. Classroom discussion. Reflective journal.</p> <p>Online Weekly Readings and Discussions</p> <p>-given a scenario, students with discuss the equal and appropriate education for students with abilities</p> <p>-given a scenario, students will discuss confidentiality and privacy.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>11D. understand the concept of addressing the needs of the whole learner;</p>	<p>EDU/AMIN 2300 EDU 4500</p>	<p>Produce a poster with a second language component (Ojibwe Language) displaying the second language acquisition into the classroom with the display/arts poster including the five components of a culturally responsive classroom. This poster will connect an understanding of teaching to the interrelatedness of the whole child in a classroom. Written case study that includes collaborations of teaching to the whole learner.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>11E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;</p>	<p>HLTH 2100 EDU 3205</p>	<p>Course readings. Videos. Small Group Project: Impacts of Chemical, Tobacco, Alcohol, and Drug Use on Student Learning. Reflective paper on thoughts and insight regarding ACOA and its effects on education from a family perspective. Prezi Final presentation regarding their comprehensive understanding of Community Health, Disease Prevention, ACOA, and Substance Use Effects on Education. grade-specific lessons to elementary classrooms. Assessments include unit and lesson plan worksheets.</p> <p>Grade 2: Avoiding Alcohol, Tobacco, and Other Drugs Grade 3: Tobacco and e-cigarette Prevention Grade 4: Alcohol Use and Tobacco Use Grade 5: Coping With the Influence to Use Opiods Grade 5: Coping With the Influence to Use Marijuana Grade 6: ATOD Use Prevention With a Focus on Prescription Drugs</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>11F. understand data practices;</p>	<p>MATH 1050 EDU 4102</p>	<p>Course readings. Many classroom activities.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>11G. collaborate with other professionals to improve the overall learning environment for students;</p>	<p>EDU 4120 EDU 4500</p>	<p>Course readings. Participate in professional develop and PLCs provided by your school/district.</p> <p>The Collaboration Action Plan Part I</p> <p>-Students will describe the process they used to collaborate with other professionals to improve learning environments.</p> <p>-Students will describe the result of the collaboration.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>11H. collaborate in activities designed to make the entire school a productive learning environment;</p>	<p>EDU 4120 EDU 4500</p>	<p>Course readings. TC will participate in professional development provided by the school/district, and respond to the Teaching Tolerance Critical Practices Checklist for Teacher Leadership.</p> <p>The Collaboration Action Plan Part II</p> <p>-Students will describe their collaboration process to make school a productive learning environment.</p> <p>-Students will include the discussion of two journal articles that provide additional process or activities that make the school a productive learning environment.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;</p>	<p>EDU 4120 EDU 4500</p>	<p>Also found in EDU 3200 Children with Exceptionalities.</p> <p>Course readings. Interviews. Case Study includes information about the chosen students demographics, classroom engagement, formal and informal assessments, involvement of other resources: teachers, assistants, parents, etc. work of the student. Role play of communication scenarios in class while explaining and noting effective collaboration practices in classroom discussion. Interview a family member of an exceptional child or interview a paraprofessional or a service provider on working with teachers.</p> <p>The Collaboration Action Plan Part II</p> <p>-Students will describe the interviews they conducted.</p> <p>-Students will describe the process used to link student environments across different agencies, activities, professional or parents.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>11J. identify and use community resources to foster student learning;</p>	<p>EDU 4120 EDU 4500</p>	<p>Course readings. Attend meetings. The TC will work with host teacher to identify community events and resources to encourage students to participate to foster students learning.</p> <p>The Collaboration Action Plan Part II</p> <p>-Students will describe the interviews they conducted.</p> <p>-Students will identify 3 community resources.</p> <p>-Student will identify how the 3 community resources can support student learning.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>11K. establish productive relationships with parents and guardians in support of student learning and well-being;</p>	<p>EDU 4120 EDU 3200</p>	<p>Also found in EDU 4500 Student Teaching.</p> <p>Course readings. Role Play, Interviews. Journal.Utilize a platform (ex. weekly newsletter) within the school context to communicate with families.</p> <p>The Collaboration Action Plan Part II</p> <p>-Student will describe the interview with parent/guardian.</p> <p>-Student will analyzed the type of experience the parent/guardian has with the school.</p> <p>-The student will include two research-based activities (include citations) to improve the relationship with the parent/guardian and the school to support student learning or well-being.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>11L. understand mandatory reporting laws and rules; and</p>	<p>HLTH 2100 EDU 4120</p>	<p>Also found in EDU 3205 Health and Wellness for K-6 Educators.</p> <p>Course readings. Classroom activities. Videos. Small grou work.</p> <p>Online Weekly Readings and Discussions</p> <p>-Students will analyze two Staff Handbooks and compare Mandatory Reporting process.</p> <p>-Students will compare handbooks with mandatory reporting laws.</p> <p>-Students will review the comparison with another students online discussion and compare with their own findings.</p> <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>

Fond Du Lac Tribal & Community College
 Reviewed 8.18.21

<p>11M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.</p>	<p>EDU 4120 EDU 3215</p>	<p>Course readings. Discussion Board Prompts. Ethical Issues Reflection: Choose one of the ethical issues we have discussed in class or you have read about in your assigned readings that aligns to professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 and create an online presentation (Google Slides) to promote your viewpoint/argument. In your presentation, demonstrate how the issue may affect people of different cultures in different ways. Presentation should include at least five slides that: 1) Introduce the ethical issue 3) Explain both sides of the issue 3) Gives your opinion 4) Explains why you choose that side of the argument 5) Explains how the issue may affect people of different cultures in different ways.</p> <p>Online Weekly Readings and Discussions</p> <ul style="list-style-type: none"> -Students will describe three issues surrounding information technology. -Student will describe and share the link to a Digital Citizenship lesson plan for their grade level. -Students will review to another students lesson plan and respond and discuss how it addresses one of the social, ethical, legal or human issue surrounding information technology. <p>Please see the PELSB Alignment Table in each syllabus for alignment to the standard.</p>	<p>MET</p>
<p>Subp. 12. Effective date. The requirements in this part for licensure are effective on September 1, 2010, and thereafter.</p>			