

Standard 2.

The unit must ensure each program provides effective instruction on:

- (1) content-specific methods that meet the scope of the licensure area;*
- (2) the teacher Code of Ethics;*
- (3) lesson planning, including the use of Minnesota academic standards, or, if unavailable, national discipline-specific standards;*
- (4) the knowledge and skills needed to provide appropriate instruction to multilingual learners to support and accelerate academic literacy, including oral academic language and achievement in content areas in a regular classroom setting;*
- (5) the knowledge and skills needed to implement culturally responsive teaching and instructional strategies, including incorporating opportunities for candidates to learn about the role of teachers to disrupt patterns and systems of racism, privilege, and oppression;*
- (6) research-based practices in reading that enable the candidate to teach reading in the candidate's licensure field;*
- (7) using a student's native language as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills; and*
- (8) the knowledge and skills needed to engage students with technology and deliver digital and blended learning curricula.*

Overview of the Program design

FDLTCC ensures Elementary Education candidates receive effective instruction in the following areas, as required by Unit Standard 2: content-specific methods; the teacher Code of Ethics; lesson planning using Minnesota Academic Standards; instruction for multilingual learners (MLs) to accelerate academic literacy; culturally responsive instructional strategies that call teachers to disrupt patterns of racism, privilege, and oppression; evidence-based reading practices enabling candidates to teach reading in their licensure field; using a student's native language as a resource; engaging students with technology and delivering digital/blended learning.

FDLTCC's design and assessments are aligned to RIPA/PERCA expectations (field-specific methods and reading methods documented in program approval materials) and to the Standards of Effective Practice (SEPs) [8710.2000 Reviewers Findings Report SEP 8.2021.pdf](#) In addition, there are cultural standards that are within every course at FDLTCC. Faculty have identified which of the cultural standards within each course that will be addressed within the curriculum, as this is a component of the CP ([FDLTCC Unit and Conceptual Framework 2026.pdf](#)). The SEP's 2014 were used to align the program in the initial approval of the program. The transition to the new SEP's 2023 is forthcoming.

Crosswalk throughout the curriculum

The crosswalk to Minnesota requirements includes the transition to all of the unit standards required (8710.1010 subpart 1B). These also include: the RIPA (8705.2100) with the specific subject matter field experience methods and reading courses, and using the old 2014 SEP's while preparing for the new 2023 SEP's (8710.2000) along with the Elementary Education subject matter [8710.3200 subject matter Fall 2025.pdf](#) Courses also included a crosswalk with the cultural standards ([Cultural standards course alignment chart 5.8.2021.pdf](#)) that enhance the overall course opportunities.

Delivery methods:

FDLTCC Elementary Education Program recommends the hybrid/online model (asynchronous, synchronous, and Flex-based modalities) environment for the education courses. This has allowed the outreach into local and reservation communities to take courses at a distance. In the future, students will be offered freshman year Education courses in person to prepare students to design instructional classrooms that assist with demonstrating interactions within a physical space at FDLTCC. This will be a change for future coursework. This has been recommended after reviewing the recommendations from the student surveys, as well as from faculty recommendations for the program. The latest survey from students states they would prefer some in-person courses in the beginning of their program to allow for different demonstrations from the teacher and to get to know the program better along with having contact with the faculty members ([2024-2025.pdf](#)). It is helpful for students to see modeling of teaching with in-person teaching to allow students to grow in professional ways in the beginning years of the program. The student begins to acknowledge the dispositions very early on in the program.

Content:

The teacher code of ethics is presented throughout the curriculum, but specifically in four different courses ([The code of ethics.pdf](#)) in the curriculum as well as discussed when applying to the Education program in their sophomore year meeting, which is presented by the Education Facilitator, and finally during the last course, EDU 4500, student teaching. The unit's programs demonstrate evidence of direct training in the expectations published in the Minnesota Code of Ethics for professional and related Minnesota Statutes ([8710.2100 Code of Ethics for Minnesota Teachers with Student Signature & Date .pdf](#)) student handbook.

The few changes in curriculum included the reading courses, and removing EDU 3105 Performance assessment, as the change from EdTPA to CPAST (two different assessment tools and adding dispositions components into EDU 4500 student teaching). The EDU 3105 course prepared students to be ready for the EdTPA, and the new CPAST will be taught during EDU 4500 Student teaching.

The curriculum opportunities for these changes include preparing coursework with the reading standards that demonstrate structured literacy with explicitness in foundational skills. These content specific changes occurred with five different reading courses that were adjusted to meet the Reading standards as demonstrated in the reading evidence files to show a more sequential and explicit approach to reading skills. Examples of structured literacy lesson designs, explicit instruction in the reading foundation's skills, diagnostic uses of screening techniques, and small group interventions were included in the changes to course syllabus. These courses include: [FDLTCC Elementary Education EDU 3100 Apr2026.pdf](#), [FDLTCC Elementary Education EDU 3101 APRIL2026.pdf](#), [FDLTCC EDU 3102 Foundations of Literacy for K-6 Teacher 2.14.2026 \(1\).pdf](#), [FDLTCC Elementary Education EDU 4102 2.13 2026 - Apr2026.pdf](#).

The EDU 3122 Math Methods course aligns the C-R-A (Concrete Representational Abstract) which allows for scaffolding and using physical and visual aids to build understanding with the key assessment of

Wigwametry, and geometry, and demonstrating all of the components into instruction ([FDLTCC EDU 3122 Math Methods for Elementary Education 2023.pdf](#)).

Another example is the EDU 3123 Science Methods course demonstrates uses of phenomenon-based coursework to support lab opportunities through the lens and observations common amongst tribal communities to make connections in land base that is specific to students in the community and education with examples from the local community experts. The courses integrate well for students to prepare, engage, and demonstrate lesson plans with this type of hands-on approach and knowledge. This allowed for the growth area in the science inquiry and technology integration for learning opportunities with outside labs and inclusion of technology for the future ([FDLTCC EDU 3121 Science Methods.pdf](#)).

Common Lesson Plan

FDLTCC Elementary Education program has developed a common lesson plan that also includes a component to embed the cultural standards with the MN State standards within the lesson ([FDLTCC Education Unit Lesson Plan.pdf](#)) and an example of a rubric ([Lesson Plan Rubric Level.pdf](#)). The lesson plans are used throughout the program and are embedded with the key assessments and, if needed, rubric. The key assessments are found during each semester of the four-year program ([Key Assessments.pdf](#)). An example of a key assessment: EDU/AMIN 1020 Foundations of Anishinaabe and American Education Systems ([FDLTCC EDU AMIN 1020 Foundations of Anish and Am Educ Sys F24.pdf](#)), during the freshman year students reflect on their own personal knowledge of a culturally responsive classroom. These key assessments continue through each semester with different components found during field experience courses that engage students in the practice, clinical evaluations (midterm and final) and finally the engagement in with K-6 learners classrooms in the final student teaching course with the literacy integration as well as math standards demonstrated aligning with the MN PELSB standards.

Professional Development:

Faculty participated in many professional development opportunities in all areas including language arts, math, science, early learning, differential learning, and specifically the culturally responsive education approaches for the classroom. The attached PD demonstrates many opportunities the faculty have trained in that transfer easily into the classroom experiences. Many of the experiences have now been incorporated into classroom engagement for the students. The attached PD documents show the commitment from the faculty: ([EDU Professional Development 2025.pdf](#), [Professional Development for Education \(2\).pdf](#)) The PD includes the preparation for the READ ACT and different trainings to meet the needs of students within the reading standards.

The measures of effectiveness throughout the program include:

Courses embedded with key assessments: some of the examples are listed below that show alignment with literacy lessons from theory to practice along with the rubrics, science demonstrates the inquiry sequence and math engages students in the hands on learning with the C-R-A (Concrete, Representational-Abstract). Evidence: ([FDLTCC EDU 3100 Language Arts I.pdf](#), [FDLTCC EDU 3101](#)

[Language Arts II.pdf](#), [FDLTCC EDU 3122 Math Methods for Elementary Education 2023.pdf](#), [FDLTCC EDU 3121 Science Methods.pdf](#)).

Performance aligned artifacts are found in many areas but the two demonstrating tasks specific to learning outcomes and edTPA include: EDU 3105 (tasks from edTPA), and EDU 4500 student Teaching (new information from CFAST will be found in EDU 4500 : Evidence ([FDLTCC EDU 3105 Performance Assessment.pdf](#), [FDLTCC EDU 4500 Student Teaching.pdf](#)).

The FDLTCC Education Program used the common metrics survey to demonstrate that the Elementary Education Program is aligned with PELSB requirements and as a response to results to share information with the Elementary Education Program advisory committee. The committee reviews information about the Elementary Education Program and makes recommendations when needed and or necessary to the education dean and the education faculty team for possible adjustments to course curriculum This is an opportunity for classroom experience transition changes to continue to grow in other areas and strengthen the program.

- Entry into the program: Evidence ([2023-2024.pdf](#), [2025-2026.pdf](#)).
 - The low numbers of students (3 in the first year 1 in the second year) in the program during the first few years may demonstrate the program may be lacking interest. This brand-new program shows progress for the first years, and the results are beginning to show evidence of growth. However, as the program grows and as a reminder, it demonstrates working with specific, diverse smaller rural community with a unique opportunity to grow a program where others may not have been able to reach the into the depth of the communities for many years. The responses in the metric surveys will tell the story of students: academic interests, motivation to teach subject areas for a K-6 teacher, and opportunity to fulfill themselves intellectually within an environment that allows for growth, guidance and support.
 - The results show:
 - A strong emphasis in the arts, social sciences, and language arts as well as world languages, Anishinaabe (Ojibwe) specifically.
 - Some of the challenges they expected were
 - technology,
 - effectively teaching students from culturally and ethnically diverse backgrounds and communities,
 - Collaborating with parents and guardians to support student learning.
- Exit survey program: Evidence: ([2023-2024.pdf](#))
 - (4 students responded)
 - Students exiting the program responses:
 - Most students learned to distinguish between theory and practice.
 - Were technology ready for the classroom.
 - Felt the student teaching experience prepared them for a classroom.
 - The only area that was less than 75% was how to regulate student behavior (very common).

- Transition to teaching: Evidence: ([Transition to Teaching Survey 2025.pdf](#)).
 - The response of 2 students makes this a little difficult; however, it is a discussion with the advisory committee that we can work towards.
 - Students responded that more than 95% of the teacher preparation program components stated they were ready to teach.
 - A few areas of preparation were less than 50%
 - Differential instruction
 - Skills to develop solving problems
 - Student Behavior
- Supervisor survey. Evidence: ([2025.pdf](#)).
 - Only 1 supervisor completed the survey
 - There were a few areas that the principal was either not able to observe or tended to disagree with this specific employee.
 - Differentiates instruction for English-Language learners.
 - Identifies issues of reliability and validity in assessment.
 - Makes interdisciplinary connections among cores subjects.
 - The positives for this student demonstrate that this employee is doing work at 100%, and the response is “He is an exceptional 1st year teacher “.

Culturally Responsive learning and Multilingual Learners:

Strengths for the program include culturally responsive teaching & disrupting racism, privilege, oppression centers around the focus of the CF and the FDLTCC education program. The practice of identifying and interrupting policies/practices that perpetuate inequity instead grows a family/community partnership while planning throughout the program. Equity-minded lessons and unit revisions and clinical practices within tribal and culturally relevant classrooms enhance new knowledge, growth, and change for students in all communities. This is done while students learn to develop lessons and units outside of normal practice with responsiveness and asset-based learning.

Multilingual learners have courses to scaffold for oral academic language vocabulary and formative checks and balances within courses and that demonstrate they are well equipped to utilize another language as well as English to be able to practice explicit learning in different courses across the curriculum. The Reading courses as well as the Ojibwe courses allow students to practice the oral language acquisition skills. Examples: ([FDLTCC ANSH 2010 Anishinaabe for the Classroom.pdf](#)), [FDLTCC EDU 3100 Language Arts I.pdf](#)).

All students in the program are required to take the Anishinaabe (Ojibwe) Language I as part of the general studies as a component of the Education Program. This allows students to either gain knowledge or increase knowledge by using their own native language as a resource to build biliteracy units for their classrooms as a learn and grow which will also reinforce the English literacy within the program. The two language courses are: ANSH 1001-Anishinaabe Language I and Ansh 2010-Ojibwe Language for the classroom.

Evidence based Reading practices:

The courses are aligned with the structured literacy and READ ACT: which includes phonemic awareness, phonics, fluency, vocabulary and comprehension: Screening/diagnostics, progress monitoring and dyslexia indicators, explicit systematic instruction which enables candidates to teach reading in their licensure field. There are five courses that address the Reading standards throughout the program. Evidence: ([FDLTCC EDU 3100 Language Arts I.pdf](#), [FDLTCC EDU 3101 Language Arts II.pdf](#), [FDLTCC EDU 3102 Foundations of Literacy for K-6 Teacher 2.14.2026 \(1\).pdf](#), [FDLTCC EDU 3200 Syllabus Children with Exceptionalities.pdf](#), [FDLTCC EDU 4102 Differential Instruction and Assessment.pdf](#)).

Faculty have participated/ or are completing LETRS and CAREIALL training to support the implementation of the reading components of the READ ACT and PELSB requirements for K-6 programs. Minnesota schools now require K-6 classroom teachers to complete this training. This makes field experience in literacy a great opportunity to practice these skills.

Continuous Improvement:

The recommendations from the results of the FDLTCC Advisory Committee, faculty committee, assessment committee allow for change and continuous Improvement. The following are changes that have occurred during the four years of the program.

- All reading courses need to be updated with the required READ ACT to meet the needs of students.
- Update from the 2014 Standards of Effective Practice to 2023 Standards of Effective Practice.
- Update of all courses of the Bachelor of Education Program at FDLTCC (as required by Minnstate recommendations) with new course designator to change from 3 to 4 letters (example: EDU to EDUC and change ANSH to OJIB). Therefore, almost all course designators change will change in the next year.
- Field experience hours changed/updated because of changes in courses.
- Multilingual learners: Sheltered instruction (e.g., language objectives), scaffolds for oral academic language, vocabulary, discourse routines, and formative checks embedded across methods and clinical seminars into courses as advised. The change courses are: EDUC 3103 Foundations of Literacy Methods (name change), EDUC 2302 Culturally Responsive Leadership (credit change from 2-3 and course number change), EDUC 3110 replace 3123 and 3124 to update all standards in the fine arts, ANSH 2010 to OJIB 2010 Ojibwe for the Classroom.

A large component of the CF discussed the embedding of cultural standards, which includes the language spoken within the area. This language is Anishinaabemowin or Ojibwe language.

Anishinaabemowin is a common language in the region and is embedded throughout many courses.

Two of the courses: Anish 1001 (name change to Ojibwe I and ANSH (Ojibwe) 2010 Anishinaabe for the Classroom).

These two courses include trans language activities, dual language resources, guidance for the classroom to be inclusive of the language and working with the community to engage in language opportunities.

There is a specific project in ANSH 2010 preparing a classroom management plan within a cultural context.

The course EDU 2302 is inclusive and allows practice for students incorporating many ways of using multilingual approaches for the classroom. Evidence: ([FDLTCC EDU AMIN 2301 Culturally Responsive Leadership.pdf](#)).