



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**



**COURSE: EDU 4500 spr 2026**

**Name: Dawn Quigley**

**Course Title: Student Teaching**

**MTC Goal Area: \_\_\_\_\_**

**Credits: 12      **Prerequisites:** Completion of all  
coursework required for major. Pass/Fail  
only**

**Course Description:**

This is a capstone student teaching experience. Teacher candidates are placed in a school placement in a K-6 Elementary Education classroom. This capstone experience is for one full semester on a daily full-time basis for 14 weeks. In addition, students will be assessed in the following dispositions and teaching via CFAST: content and pedagogical knowledge; communication and collaboration; vision and leadership; ethical behavior; data-informed practice; equity, social justice, and inclusion; and life-long learners.

**Recommend Text and/or other Resources (journals, articles, and/or any other additional materials):**

**Required Materials:**

- **Fond du Lac Tribal and Community College Student Teaching Policy and Procedure Handbook.**
- Per Minnesota Code and FDLTCC policy, each Teacher Candidate will have **liability coverage during the semester of student teaching.** This is through Education Minnesota Aspiring Educators (EMAE). EMAE membership follows the academic year, so it is valid from September 1 to August 31. If you join mid-year, the membership is active until August 31<sup>st</sup>. No documentation means no student teaching.
- Learning for Justice

**Required Equipment List:**

For completion of the CFAST, video equipment is available to check out in the office of the Elementary Education Program

Teacher Candidates will potentially need;

- Digital Video Camera with Good Audio
- Tripod
- Wireless Microphone Preferred\*
- Phone with video capability.



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\*If you are careful with the digital video camera placement and have a quality audio with the digital video camera, you can accomplish the recording without a microphone. **You may check out iPads from the education program office. Teacher candidates may also use their own iPads. If using your iPads to video, note that you must download a video compression app.**

### Recommended Textbooks:

- District Curriculum Guide
- District Student Handbook
- Methods Textbooks
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Access your course materials o D2L Brightspace (<https://fdltcc.learn.minnstate.edu>)

· Access Databases, journal articles, and more o ASK KEITH the librarian for more information [keith.cich@fdltcc.edu](mailto:keith.cich@fdltcc.edu)

· Free help with academic course work and study skills development o Center for Academic Achievement (<http://www.fdlcc.edu/student-support/tutoring-center-for-academic-achievement/>)

· Submit an IT support ticket o IT Help Desk Support Ticket (<http://www.fdlcc.edu/student-support/e-services/>)

### *Academic Honesty and Integrity*

The primary academic mission of Fond du Lac Tribal and Community College is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty, cheating, plagiarism, and collusion are serious offenses which undermine the educational process and the learning experience for the entire college community.

Fond du Lac Tribal and Community College students are expected to understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by the college's policy on Academic Honesty. Students are expected to assume responsibility for their work, and student materials submitted in fulfillment, of course, program, and college academic requirements must represent students' own efforts. Any act of academic dishonesty attempted by a student at Fond du Lac Tribal and Community College is unacceptable and will not be tolerated.

Violations of academic integrity or other forms of misconduct may result in serious consequences. These can include receiving a failing grade ("F") for the course and may also lead to additional disciplinary actions as outlined by Fond du Lac Tribal and Community College and the Minnesota State system. For full details, please refer to the [Student Code of Conduct Policy](#).

### *Accessibility Services Notice*

Fond du Lac Tribal and Community College is committed to providing equitable access to learning opportunities for all students. The Minnesota Respond, Innovate, Succeed, and Empower (RISE) Act requires our college to clearly write the process and rights of each student in plain language making self-disclosure by a student with a sufficient disability to start the interactive process. The RISE Act still



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honors and follows the Federal Disabilities laws- ADA and Section 504 of the Rehabilitation Act. FDLTCC provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable accommodation to participate in educational programs, activities, or services. Students must contact Trish Berger, our Accessibility Coordinator, to create an accommodation plan with reasonable accommodations. The student will decide which courses the accommodations will be used for and give permission for the instructors to receive the accommodations. The student will then have a discussion with the instructor to activate these accommodations. Students requiring accommodations must first complete an intake form and meet with Trish Berger, Accessibility Coordinator, to establish an accommodation plan. She can be reached at [trish.berger@fdltcc.edu](mailto:trish.berger@fdltcc.edu) or 218-879-0864. For more information, please visit <https://fdltcc.edu/student-support/accessibility-services/>

### ***Sexual Violence***

Fond du Lac Tribal & Community College (FDLTCC) is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, gender or sex-based bullying and stalking. If you or someone you know has experienced gender or sex-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. FDLTCC has staff members trained to support survivors in navigating campus life, accessing resources, providing accommodations, assistance completing with protective orders and advocacy. For more information regarding the Campus Security Report, the following link will give you a report on the Clery Compliance and Security Report at FDLTCC: <https://fdltcc.edu/admissions/about-us/policies-reports/campus-security-policies-reports/>. Please be aware that all FDLTCC employees are required to report any incidents of sexual violence and, therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the fullest extent possible. If you wish to report sexual misconduct or have questions about school policies and procedures regarding sexual misconduct, please contact Lori Driscoll, Executive Human Resources Officer at 218-878-0879/[lori@fdltcc.edu](mailto:lori@fdltcc.edu) or Jesse Stirewalt, Director of Housing and Student Activities at 218-590-3345/[jstirewalt@fdltcc.edu](mailto:jstirewalt@fdltcc.edu).

### ***Student Success—North Star Communication Platform***

Student success is at the heart of what Fond du Lac Tribal and Community College staff, faculty and administration strive to achieve. To help support our students in their educational journeys, FDLTCC uses a communication platform called North Star. Students can raise their hands for support, set up appointments with staff and faculty, and communicate seamlessly with instructors. The college encourages ALL FDLTCC students to use the North Star webpage link to watch video tutorials and to log into the platform to start using its features.

### ***Use of Generative AI***

#### ***No Use of Generative A.I. Allowed***

Generative AI policies may differ from one course to another. In this course, the use of generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) is prohibited for all assignments, exams, and projects in this course. All submitted work must be your own. Using generative AI at any stage of your work constitutes a violation of FDLTCC's academic honesty policy.

### **Course Content:**

09/30/2021



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- A. Elementary Education Student Learning
- B. Diverse Learning
- C. Instructional Strategies
- D. Learning Environments
- E. Assessments
- F. Data-Information Decision-Making
- G. Reflection and Professional Development
- H. Collaboration, Ethics and Relationships
- I. Speaking and Written Leadership Skills
- J. CFAST

### Outcomes and Assessments

#### Learning Outcomes

1. Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.
2. Demonstrate attitudes and dispositions consistent with research-based teaching practices.
3. Effectively perform the professional and culturally relevant duties deemed important in each school setting.
4. Explore and apply principles of learning and multiple teaching (instructional) strategies.
5. Explore the role of the teacher in the schools and begin to identify with that role and participate with professional development.
6. Develop entry level competence in the full range of teaching functions as defined in the teaching standards.
7. Demonstrate awareness and apply principles of professional and ethical behavior.
8. Self-assess and reflect on competence and potential for growth as a teacher.

#### Student Teaching Requirements

##### A. Attendance

- Daily attendance by the Teacher Candidate is expected. If the Teacher Candidate needs to be absent due to illness or funeral, the Host Teacher and the faculty Supervisor must be notified immediately. Discuss the school policy on attendance with your host teacher to discover if the principal should also be called.
- 1. Absences for other reasons should be discussed with the Faculty Supervisor and host teacher well in advance of the requested absence date. Excess absences may affect passing student teaching.

##### B. Know the information in the Student Teaching Handbook.

##### C. Length of Student Teaching Assignment:



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- 1 Major – 14 weeks of Student Teaching in the classroom. 16 weeks of class.
- D. Maintain current proof of liability insurance through EMAE. The Elementary Education Program will verify your coverage.
- E. Students are expected to follow the Professional Confidentially Agreement. (Signed during the Induction Ceremony August).
- F. The Fond du Lac Tribal and Community College (FDLTCC) requires three criminal background checks (CBC) prior to student teaching, including a final refresher CBC during the semester prior to student teaching. The purpose of this policy is to ensure that our teacher candidates adhere to the standards of professional conduct as found in the Code of Ethics for Minnesota Teachers (see Policies section). The CBC protects the public and ensures B-12 student safety. It also assures our school partners that FDLTCC education majors have undergone a national CBC and have been cleared to student teach. FDLTCC works with CBC to ensure alignment with the scope of our clinical experience responsibilities.

#### G. Assignments:

Student Teaching is a pass/no credit course. **ALL** assignments will need to be completed in order to be considered for the appropriate assessment. Below is the list of Student Teaching assignments. More information may be found in the Student Teaching Policy and Procedure Handbook:

- **Demographics/Diversity Survey.** Complete with the aid of the Cooperating Teacher the Diversity Survey as found on the WSU Clinical Practice Webpage.
- **Daily Lesson Plans.** Write daily lesson plans for all lessons that you teach, using FDLTCC templates given in methods courses.
- **Weekly E-Mail Journal.** Reflect on your teaching by keeping a weekly e-mail journal to be shared only with your FDLTCC Faculty Supervisor, or a weekly seminar meeting.
- **Observations.** One-half day in your license area and comparable grade level in the district you are student teaching or in a school outside of your placement. Complete and submit the “Student Teaching Observation Guide”.
- **Complete CCAST** both midterm and final.

#### H. Seminar’s throughout the Student Teaching experience

##### 1. Evaluation Procedures:

You will participate in a **mid-term (October) and final (December) evaluation** with the FDLTCC Supervisor and Host Teacher. A dispositions evaluation will also be completed by your Host Teacher and Faculty Supervisor at midterm.

##### 2. Complete the Teacher Performance Assessment (CPAST).

- a. The Teacher Performance Assessment (**CPAST**) is a nationally available assessment of readiness to teach. The assessment is focused on student learning/dispositions and is designed around the principles that successful teachers apply knowledge of subject matter and subject-specific pedagogy, develop and apply knowledge of their students varied needs, consider research/theory about how students learn, and reflect and act on evidence



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of the effects of their instruction on student learning.

- b. As a performance-based assessment, the **CPAST** is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways. As a participant in this assessment, you will have an opportunity to develop a collection of materials that represents the ways in which you teach students in your “student teaching” classroom or other instructional settings. When developing your materials, you will be prompted to synthesize what you have learned throughout your preparation program and apply it with the students you currently teach. Your **CPAST** evidence will demonstrate your current abilities, knowledge and skills as a beginning teacher on your way to becoming a highly accomplished teacher.
- c. For more information refer to the **CPAST** in 4500 D2L for your program.
- d. Teacher Candidates must use the official permission form with B-12 grade students before any videotaping.

### 3. Calendar:

- a. All Teacher Candidates will follow the calendar and schedule of their respective school districts, including in-service and vacation days once placed in the field.
- b. Fall semester Teacher Candidates will begin with the workshop and opening of schools in the system where they are assigned and ends in December the Wednesday before graduation.
- c. Spring Teacher Candidates will begin their placement in January when that K6 district resumes school after winter break.
- d. Students will end their placement no later than the Wednesday before graduation

### 4. Seminars:

- a. **Attend the Student Teaching Orientation meeting.**  
These meetings are held in **August** for fall placements and December for spring placements.
  - 1) **Candidates 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. Any deficiencies noted will require candidates to develop a plan of action on how they will address the noted deficiencies during their time in the classroom.



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- b. **Attend any CFAST trainings**
- c. **Mid-term with Supervisor, Host Teacher and Teacher Candidate**
- d. **Case Study:** You will write a case study that focuses on one student in your student teaching placement classroom. The case study will include the following components:
  - 1) A parent interview whenever possible
  - 2) A summary of an interview with school personnel that provide support for the student
  - 3) Field notes from at least one observation within the classroom and one observation in another setting
  - 4) Relevant assessment results whenever possible
  - 5) Summary of, analysis of, and recommendations for the student's environment
- e. **Reflection Journal:** You will keep a journal for this course in which you will be provided weekly prompts to reflect upon based on your experiences within your student teaching classroom. You will respond to a variety of prompts throughout the semester that will ask you to reflect upon your lesson planning, instruction and instructional approaches, interventions, assessments & assessment practices, family engagement, and collaboration with other educators. These may be shared orally during the weekly seminar meetings.
- f. **Reflective Conversations:** An effective educator is reflective. Therefore, in addition to keeping a reflective journal, you will engage in regular reflective conversations with your Student Teaching Supervisor. Your supervisor will encourage you to think deeply about your students and your instruction. In some cases, your supervisor will give you specific tasks to complete followed by a reflective conversation.
- g. **Teaching Tolerance Checklists:** You will evaluate and engage in reflective conversations with your supervisor on your instructional and assessment practices, as well as engagement with families and other educators. You will use a variety of checklists based upon the Critical Practices Framework published by Teaching Tolerance guide your evaluation and reflection. The framework is organized into four sections: Instruction, Classroom Culture, Family and Community Engagement, and Teacher Leadership. The Critical Practice can be found at <https://www.tolerance.org/frameworks/critical-practices>.

**5. Professional dress is required.**

**Cultural Standards\*: listed at the end of the syllabus**



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Each course within the BS in Elementary Education program must meet a minimum of 2 measurable learning outcomes for 3 different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.

<b>Cultural Standard</b> (must meet 3)	<b>Learning Outcomes that Align to Cultural Standards</b> (2 for each standard) The student will:	<b>Assessment</b>
<p><b>1. GIKENDAASOWIN</b> <b>Knowing knowledge</b> To prepare our students to be problem solvers who strive for continuous learning and growth.</p> <p><u>Outcome:</u> Content/Pedagogical Knowledge and Technology Integration To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to an Ojibwe-Anishinaabe way of knowing.</p>	<p>Explore and apply principles of learning and multiple teaching (instructional) strategies that are inclusive of the Ojibwe culture.</p> <p>TC will plan model and monitor implement a culturally responsive learning center that is developmentally appropriate for the grade level placement that includes family engagement of a project or lesson that connects families, cultures, and communities where students are responsible for their learning by working collaboratively and independent embedding Ojibwe ways of knowing as one of the centers/workshops. This cultural activity could be a seasonal Ojibwe activity such as sugar bush, ricing or storytelling.</p> <p>Self-assess and reflect on competence and potential for growth as a teacher. Responding regularly to ongoing reflection prompts throughout student teaching experiences that are reflective of the culture within the classroom.</p>	<p>The K-6 students participate in a cultural activity involving the family and community. Students will write a response letter to the families/community members thanking them for the experience.</p> <p><b>Reflection response:</b> How did you connect with the family and/or the Ojibwe community and bring it into the lesson plan? <b>Reflective conversations</b> with supervisor and mentor teacher, discussions of cultural standards as a component of the teaching.</p>
<p><b>2. GWAYAKWAADIZIWIN</b> <b>Living a balanced way:</b> To provide students the opportunity to recognize the</p>	<p>Demonstrate attitudes and dispositions consistent with research-based teaching practices. These practices will</p>	



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<p>importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.</p> <p><u>Outcome:</u> Community and Collaboration To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.</p>	<p>involve a culturally responsive practice within native communities.</p> <p>TC will plan an outdoor learning experience with a connection to a cultural seasonal experience and science for the students. The K-6 learners will connect being “in the place of” Ojibwe people” and a lesson with science.</p> <p>Engage in meetings with the supervisor and host teacher where reflection is encouraged.</p>	<p>The contextual consideration of being outdoors and “in the place” is a consideration of the Ojibwe lifeways and a connection to the land. Students written response to the paper about the Ojibwe cultural experience will present new knowledge about connecting science and the Ojibwe of Northern MN.</p> <p><b>Reflective conversations</b> with supervisor and host teacher will reflect an understanding of the interrelatedness of different approaches to the whole child, specifically of the Anishinaabe culture.</p>
<p><b>3. ZOONGIDE'EWIN <i>Strong hearted:</i></b> To provide a foundation on which we build and strengthen each student’s resilience, innovation, and passion.</p> <p><u>Outcome:</u> Transformational Leadership To increase the teachers’ leadership capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.</p>	<p>Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.</p> <p>TC will 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>TC will respond to the weekly reflection prompt to classroom management strategy of offering extra study area and the humor component, for the effectiveness of the positive relationships with Anishinaabe students, and cooperation during this time in the classroom</p>
<p><b>4. AANGWAAMIZIWIN <i>Diligence and caution</i></b> To develop a student’s capacity to proceed carefully, after</p>	<p>Demonstrate awareness and apply principles of professional and ethical behavior.</p>	<p>Collection of reflection prompts within this student teaching experience that reflect the professional literature used in</p>



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<p>identifying, discussing and reflecting on ethical dimensions of political, social, and personal life.</p> <p><u>Outcome:</u> Ethical Practitioner To develop teachers' capacity to be ethically responsive in respecting their role as an educator and to the community.</p>	<p>Responding regularly to ongoing prompts and reflection of professional literature, colleagues and other resources prompts throughout student teaching experience which include engagement in meetings with the host educator, supervisors and mentor teachers where reflection is encouraged</p>	<p>the coursework and lesson plans with the host teacher, inclusive of Indigenous philosophy.</p>
<p><b>5. DEBWEWIN</b> <i>Honesty and integrity</i> Encourage students to develop a deeper appreciate their own worldview and the worldview of others.</p> <p><u>Outcome:</u> Assessment and Use of Data To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.</p>	<p>Develop entry level competence in the full range of teaching functions as defined in the teaching standards.</p> <p>Create and implement an CPAST lesson of the Ojibwe with relevant MN standards, relevant information about 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</p>	<p>Completed CPAST lesson plan about the Ojibwe with curriculum goals, demographics of learners within the class, effective instruction and anticipatory set. This also includes and pre teaching, and reteaching information.</p>
<p><b>6. ZAAGI' IDIWIN</b> <i>Loving and Caring</i> To encourage the development of healthy, caring relationships built on respect for all.</p> <p><u>Outcome:</u> Diversity and Dispositions Promote teachers' acceptance and respect of the diversity within their</p>	<p>Effectively perform the professional and culturally relevant duties deemed important in each school setting.</p> <p>The TC will review and discuss a Wellbeing model that Native communities (each Native community possess their own) emphasize that all students should learn at their highest possible levels to achieve success within a K-6 classroom. The TC will include one of the</p>	<p>The K-6 learner demonstrate the four components of the medicine wheel by engaging in talking circles and expressing through conversation the importance activating all four areas of the Medicine Wheel will help students achieve success.</p>



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<p>school, community and environment.</p>	<p>culture standards to demonstrate wellbeing within the classroom that includes: social, emotional, physical, and spiritual components that allows for the success of all. Students will review the digital interactions (power point) of the Medicine wheel and recognize the importance of each area how when developed will increase students' success.</p>	
<p><b>7. ZHAWENINDIWIN Compassion</b> To encourage students to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.</p> <p><u>Outcome:</u> Generation of New Knowledge To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.in relation to behavior, ideas, and values.</p>	<p>Explore the role of the teacher in the schools and begin to identify with that role and participate with professional development.</p> <p>a) Use a formal assessment tool to practice with a group of students of different cognitive, linguistic and cultural backgrounds to evaluate and differentiate an effective reading practice such as: Reading fluency 2) Use an informal assessment tool with a group of students of different cognitive, linguistic and cultural backgrounds to evaluate and differentiate an effective reading practice. Example: ELL learners use a performance based approach.</p>	<p>The formal and informal assessment tools will identify strengths and weaknesses of an effective reading practice/ instruction with students of different backgrounds. Reteach the practice to engage in the learning process for success of the student.</p>

MN PELSB SEP Standard	8710.2000 Standards of Effective Practice	Assignment & Assessment	How does this show students will meet the standard:  Based on the assignments and assessments, the student will:	FDLTCC Learning Outcomes	Cultural Standard
Subpart 3. Standard 2,	3G. use a student's thinking and experiences as a	Teacher Candidates (TC) will use the <b>CPAST lesson plan:</b> to	Teacher Candidates (TC) use the <b>CPAST lesson plan:</b> demonstrate a social	Explore and apply principles of learning and	GIKENDA ASOWIN



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<p><b>student learning</b></p>	<p>resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking;</p>	<p>create and implement a social justice lesson.</p>	<p>justice lesson that is developmentally appropriate for the grade level by encouraging discussion, listening, and response to affirm personal identity. Students use the “Think, Pair, Share, approach with another student to learn about their own personal family and share with another student, and then respond to the larger group for listening and discussing.</p> <p>The K-6 classroom students will respond to the social justice lesson of “What makes up a family?” The K-6 learners demonstrate discussion, listening and responding to group interactions and during the individual, paired and large groups.</p>	<p>multiple teaching (instructional) strategies.</p>	<p>Knowing knowledge</p>
<p>Subpart 4. <b>Standard 3, Diverse Learners:</b></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>Wellbeing Model: The TC will review and discuss a Wellbeing model.</p>	<p>The TC review and discuss a Wellbeing model that Native communities (each Native community possess their own) emphasize that all students should learn at their highest possible levels to achieve success within a K-6 classroom. The TC will include one of the culture standards to demonstrate wellbeing within the classroom that includes: social, emotional, physical, and spiritual components that allows for the success of all. Students will review the digital interactions (power point) of the Medicine wheel and recognize the importance of each area how when developed will increase students’ success.</p>	<p>To encourage the development of healthy, caring relationships built on respect for all.</p>	<p>ZAAGI' IDIWIN Loving and Caring</p>



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			The K-6 classroom learner demonstrates the four components of the medicine wheel by engaging in talking circles and expressing through conversation the importance activating all four areas of the Medicine Wheel will help students achieve success.		
	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>Culturally Relevant Learning Center: TCs will plan, model, implement, and monitor a culturally responsive learning center.</p> <p>Teaching Tolerance Critical Practices</p> <p>Reflection response: <i>How did you connect with the family and/or the Ojibwe community and bring it into the lesson plan?</i></p>	<p><b>Culturally Relevant Learning Center: TCs include: the plan, model, and demonstration, in a culturally responsive learning center. It is developmentally appropriate for the grade level placement that includes family engagement of a project or lesson that connects families, cultures, and communities where students are responsible for their learning by working collaboratively and independent embedding Ojibwe ways of knowing as one of the centers/workshops. This cultural activity includes a seasonal Ojibwe activity such as sugar bush, ricing or storytelling etc.</b></p> <p>The K-6 classroom students participate in a cultural activity involving the family and community. Students will write a response letter to the families/community members thanking them for the experience.</p>		
	4N. identify when and how to access appropriate services or resources to meet	TC will participate in a <b>seminar</b> that will provide background information on the	<b>Response question for journal:</b> <i>What is the process for identifying appropriate services or</i>	Effectively perform the professional and culturally	ZAAGI' IDIWIN Loving and Caring



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	<p>exceptional learning needs;</p>	<p>different areas of exceptionality in learning.</p> <p>TC will then utilize the appropriate services to identify and meet the needs of a specific students. This will be included as part of the demographics of the classroom of any CPAST lesson plan.</p>	<p><i>resources for the needs of exceptional learners within your school? How will you meet the needs of an exceptional student?</i></p> <p><b>Reflective conversations with supervisor and mentor teacher, discussions of cultural standards as a component of the teaching</b></p> <p>Demonstrate the CPAST shows the extra resources or services needed in the demographic component of the lesson plan.</p>	<p>relevant duties deemed important in each school setting.</p>	
	<p>40. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences</p>	<p>Culturally Relevant Learning Center: TCs will plan, model, implement, and monitor a culturally responsive learning center.</p> <p>Teaching Tolerance Critical Practices</p> <p>Reflection response: <i>How did you connect with the family and/or the Ojibwe community and bring it into the lesson plan?</i></p>	<p>Culturally Relevant Learning Center: TCs include: the plan, model, and demonstration, in a culturally responsive learning center. It is developmentally appropriate for the grade level placement that includes family engagement of a project or lesson that connects families, cultures, and communities where students are responsible for their learning by working collaboratively and independent embedding Ojibwe ways of knowing as one of the centers/workshops. This cultural activity includes a seasonal Ojibwe activity such as sugar bush, ricing or storytelling etc.</p> <p>The K-6 classroom students participate in a cultural activity involving the family and community. Students will write a response letter to the families/community</p>	<p>Explore and apply principles of learning and multiple teaching (instructional) strategies.</p>	<p>GIKENDA ASOWIN Knowing knowledge</p>



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			members thanking them for the experience.		
	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>Culturally Relevant Learning Center: TCs will plan, model, implement, and monitor a culturally responsive learning center.</p> <p>Teaching Tolerance Critical Practices</p> <p>Reflection response: How did you connect with the family and/or the Ojibwe community and bring it into the lesson plan?</p>	<p>Culturally Relevant Learning Center: TCs include: the plan, model, and demonstration, in a culturally responsive learning center. It is developmentally appropriate for the grade level placement that includes family engagement of a project or lesson that connects families, cultures, and communities where students are responsible for their learning by working collaboratively and independent embedding Ojibwe ways of knowing as one of the centers/workshops. This cultural activity includes a seasonal Ojibwe activity such as sugar bush, ricing or storytelling etc.</p> <p>The K-6 classroom students participate in a cultural activity involving the family and community. Students will write a response letter to the families/community members thanking them for the experience.</p>	Explore and apply principles of learning and multiple teaching (instructional) strategies.	GIKENDA ASOWIN Knowing knowledge
	4R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	<b>Seminar:</b> TCs will participate in a seminar that will provide background information on the different areas of exceptionality in learning using technology.	<p>Reflection Prompt: <i>What technology resources are used to enable and empower learners with diverse backgrounds, characteristics, and abilities? What technology resources have you used with exceptional learners? Describe how the technology resources enabled and empowered learners with diverse backgrounds,</i></p>	Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.	3. ZOONGID E'EWIN Strong hearted:



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			<i>characteristics, and abilities.</i>		
Subpart 5. Standard 4, Instructional Strategies:	5C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;	TC will understand MN Academic standards and connect them to instructional strategies by using a strategy for dialogue with K-6 students to prepare for a topic and open it up with the technique of Open-ended questions and higher order questioning to enhance opportunities for students to stimulate thinking. Wait time is important during Open ended questions, and some students will struggle with this.	K-6 classroom students produce a deeper thought process by answering open ended questions to understand principles and techniques along with advantages and limitations with open ended and higher order thinking strategies.	Develop entry level competence in the full range of teaching functions as defined in the teaching standards.	DEBWEWIN Honesty and integrity
	5D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;	TC develops and implements a center for (science, math, health) for students who complete work earlier than others to participate with independent learning and encourage each area of critical thinking, problem solving and performance activities. TCs will have K-6 students work in small groups in the center and be given prompts that promotes critical thinking and problem-solving skills. The prompts will provide students the opportunity to think about the problem, develop an answer, and then resolve the problem. Students will develop a list of strategies independently and then come together as a group to figure out the solution. Students will	Demonstrate the importance of asking open ended questions with the follow up answers and activity that reflects with result of critical thinking independent problem-solving skills.  The instructional strategy emphasizes open ended questions and ways of solving problems. Students will continue working towards the critical thinking and problem-solving skills at the center throughout the semester to foster performance capabilities.	Effectively perform the professional and culturally relevant duties deemed important in each school setting.	ZAAGI'IDIWIN Loving and Caring



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		<p>work at this center to foster the critical-thinking and problem-solving activities.</p> <p>An example of something is: “What type of transportation do you take to get to school? What if that was no longer available, what would you do?” Students reflect in small groups to the question, work together to problem solve, and show action for this activity at each center. This shows evidence of student engagement in the activities. Independent or group learning and encourage each area of critical thinking, problem solving and performance activities.</p>			
	<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>TC will 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 that the TC has chosen as the subject inclusive of the Anishinaabe culture as a component within the center. An example of this is: environmental sustainability in the communities (water, land, trees, etc) As a strategy for critical thinking students will connect the two areas.</p>	<p>The K-6 learner presentation of the center activities demonstrates students have learned critical thinking skills throughout the centers, will the K-6 will provide a Power point presentation or have drawn a picture of what was new critical thinking while working in the center’s areas.</p>	<p>Explore and apply principles of learning and multiple teaching (instructional) strategies.</p>	<p>GIKENDA ASOWIN Knowing knowledge</p>



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		<p>(depending on the gr level) The center will include four different areas for students to participate in.</p> <p>The K-6 learner will present either with technology (Power Point gr. 4-6) or drawn (k-3) about the center project after completing all areas and what has a component of critical thinking.</p>			
Subpart 6. Standard 5, learning environment.	6C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;	<p>The TC will 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.</p> <p>The TPS will show evidence utilizing an “interesting subject” motivating the students and will use when discussing with the larger group a discussion about how they felt after sharing something of importance.</p>	<p>Weekly reflection prompt: <i>Identify a lesson you taught this week, describe how you used various motivational strategies to encourage students’ skills. Provide specific examples to illustrate. How does this compare to the motivational strategies used by your mentor teacher?</i></p> <p>The strategy of “personal interest” will demonstrates the excitement about the conversation during think pair share and build the interpersonal relationships.</p>	Explore and apply principles of learning and multiple teaching (instructional) strategies.	GIKENDA ASOWIN Knowing knowledge
	6D. know how to help people work productively and cooperatively with each other in complex social settings;	<p>Classroom Demonstration: TC will demonstrate roles of each student during cooperative group time.</p> <p>K-6 classroom students will split into small</p>	The K-6 classroom learners respond to responsibilities of their roles and the productivity or non-productivity of working in the small group.	Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.	3. ZOONGID E'EWIN Strong hearted:



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		groups and will be given a subject to discuss. Students will be given roles for their group time. Examples would be: manager, time keeper, group leader, and speaker. Discussions of their roles will anticipate how to work more productive the next time.			
	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;	TC will 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."	TC responds to the weekly reflection prompt to classroom management strategy of offering extra study area and the humor component, for the effectiveness of the positive relationships with Anishinaabe students, and cooperation during this time in the classroom.	Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.	3. ZOONGID E'EWIN Strong hearted:
	6G. understand how participation supports commitment;	The TC will 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.  The TPS will show evidence utilizing an "interesting subject" motivation the students and will use when	Weekly reflection prompt: <i>Identify a lesson you taught this week, describe how you used various motivational strategies to encourage students' skills. Provide specific examples to illustrate. How does this compare to the motivational strategies used by your mentor teacher?</i>  The strategy of "personal interest" will demonstrates the excitement about the conversation during think pair share and build the interpersonal relationships	Explore and apply principles of learning and multiple teaching (instructional) strategies.	GIKENDA ASOWIN Knowing knowledge



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		discussing with the larger group a discussion about how they felt after sharing something of importance.	to show how participation supports commitment.		
	6H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.	Creating lessons that are built upon students' interest, wonderings and choices by participating in events at the school. Discuss different community events as part of the process.	Weekly reflection prompt: <i>Identify a lesson or content area that you will be teaching. How will you build upon students' interests, wonderings and choices within the lesson to motivate student learning? What information might you need to collect from your students and/or mentor teacher to plan this lesson?</i>	Explore and apply principles of learning and multiple teaching (instructional) strategies.	GIKENDA ASOWIN Knowing knowledge
	6I. establish peer relations promote learning;	TC establishes peer relationships by discussing and then practicing active listening. <b>After reviewing a chosen book</b> to read, the K-6 learners will discuss and practice skills of active listening, each student will practice working with a partner to discuss the book. Then the "listening" student will identify 1) Know the cues 2) Validate the statement 3) keep eye contact and or body language active.	Observe students' relationships within the classroom environment.	Demonstrate attitudes and dispositions consistent with research-based teaching practices.	GWAYAK WAADIZI WIN Living a balanced way:
	6N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;	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	Teaching Tolerance Critical Practices Checklist for Classroom Culture  <b>Reflection prompt:</b> Identify one transition that goes smoothly then identify one transition that is challenging. Describe both and name specific	Explore and apply principles of learning and multiple teaching (instructional) strategies.	GIKENDA ASOWIN Knowing knowledge



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		time, space, activities, and attention cooperative learning tasks.	changes that might improve the challenging transition.		
	6Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work;	TC will prepare a bulletin board about social justice and inclusive of all students. Engage students in assisting with the bulletin board to adjust and make decisions to be productive and engaged while helping on the project.	A completed bulletin board reflects the motivation, engagement and involves social relationships throughout the process.	Effectively perform the professional and culturally relevant duties deemed important in each school setting.	ZAAGI' IDIWIN Loving and Caring
	6R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals	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	TC observation checklist of K-6 demonstrating group or independent work during center time.	Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.	3. ZOONGID E'EWIN Strong hearted:
Subpart 7. <b>Standard 6, communication</b>	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 how they process thinking skills with questions.	The TC will discuss with their cooperating teacher the difference of open and close ended questions: -Closed ended questions provide very specific information, (Include who and what) and -open ended gives rich information, but maybe not provide specific data to stimulate curiosity and help students with questioning skills (Include what how and why).  The TC will practice different ways of stimulating curiosity with questions with another TC after viewing the YouTube videos listed below.	Using questions to stimulate thinking and discussion, the TC will work with K-6 students to check for understanding of the students' thought process. The TC will work with K-6 students to check on understanding by using open and closed ended questions, risk taking and problem-solving, factual recall solving through responses and answers to the video viewed by probing for understanding. Using the web brainstorming activity, promotes divergent and convergent thinking by using "free-play" to problem solve. The discussion in small groups produces different communication styles that will foster collaboration,	Explore and apply principles of learning and multiple teaching (instructional) strategies.	GIKEND AASOWI N Knowing knowledge



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		<p>Open vs. Closed ended questioning, the difference of convergent and divergent thinking, and problem solving, and factual recall.</p> <p>YouTubes to view:</p> <ul style="list-style-type: none"> <li>• <a href="#">Asking open-ended questions about your last holiday-Speaking Skill - YouTube.</a></li> <li>• <a href="#">Convergent Thinking Versus Divergent Thinking - YouTube</a></li> <li>• <a href="#">Critical and Creative Thinking Strategies, Grades K-6 (Level I)   Fairfax County Public Schools (fcps.edu)</a></li> <li>• Edu alliance: open ended questions: <a href="https://cdn2.webdamdb.com/md_08SCcQWJP8kR.mp4?1615918468">https://cdn2.webdamdb.com/md_08SCcQWJP8kR.mp4?1615918468</a>.</li> </ul> <p>The TC will practice using the different ways to articulate learning and curiosity by using questions during role playing. The TC will role play with a partner about different “professional jobs” and introduction questions that can be asked.</p> <p>The TC will develop questions to ask during the introduction phase of</p>	<p>promote curiosity, and support interactions.</p>		
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an interview. Use open and closed questions. The TC will discuss the differences of the questioning techniques and the difference between the answers given.

**Clinical Practice**

The TC will have students in a K-6 class begin with factual recall by asking a questions relating to something of their own experience.

**“What was your favorite movie?”** and share for 2 min. with a partner.

The TC will discuss with the K-6 students about watching a movie for a different purpose.

The TC will include incorporate the open and closed questions, by asking “good questions.” Discuss the difference between open and closed questions.

The TC will ask students will ask two closed- ended questions and two open ended questions about the 2 min clip of a movie:

view the YouTube Carmen Twillie, Lebo M. - Circle Of [Life \(Official Video from "The Lion King"\) - YouTube.](#)

The TC will stimulate conversation with open and closed questions with K-6



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students partnering and talk about how to ask questions beginning with factual information  
**“Examples:** What is the name of the movie?” (closed)  
What animals were in the clip? (open ended)  
Which animal is your favorite? (closed)  
Why? (open ended)

Discuss with the partner and then discuss with the large group the four questions.

The TC will ask K-6 students “Did they think asking the questions in a different way would produce more ways for learning, or help process and stimulate their learning?”

Another tool for stimulating curiosity and promoting risk taking:

The TC will use a web brainstorming idea with the K-6 students to discuss many healthy ways to promote “free play” using the divergent thinking (beginning phase of problem solving) that encourages, curiosity, and passion during “Free-play” These include heights and playgrounds, speed and fast play, or rough and tumble games.



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		<p>The TC will have K-6 students discuss with a partner about “free-play” as a risk-taking behaviors.</p> <p>The TC will have the K-6 students bring these issues back to the web brainstorming for discussions.</p> <p>The TC will have students’ problem solve (convergent) different ways that free play is an area to talk with each other and the adults about with ways to stay active and involved with free play to make sure everyone stays healthy. The TC will also discuss how talking it through helps solve problems.</p>			
	8D. create short-range and long-range plans that are linked to student needs and performance;	TC will 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 TC will assist with the success of the student by documenting the short and long term goals.	Case study written paper demonstrates the short and long term goals.	Develop entry level competence in the full range of teaching functions as defined in the teaching standards.	DEBWEWIN Honesty and integrity
	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	Create and implement an CFAST lesson of the Ojibwe with relevant MN standards, relevant information about learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving,	Complete an CFAST 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.	Develop entry level competence in the full range of teaching functions as defined in the teaching standards.	DEBWEWIN Honesty and integrity



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	problem solving, and building new skills on those previously acquired;	and building new skills on those previously acquired	Teaching Tolerance Critical Practices Checklist for Instruction		
	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.	TC will include technology as a component of all learning stations or activities during the semester. This will be included in all lesson plans.	Review of the CPAST lesson plans and include the technology in the learning activities.	Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.	3. ZOONGID E'EWIN Strong hearted:
Subpart 9. Standard 8, assessment.	9A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;	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.	Reflection Prompt: <i>What data did you collect or are using? In what ways could the assessment results be used to maximize student access to learning opportunities?</i>	Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.	3. ZOONGID E'EWIN Strong hearted:
	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;	Use observation data to evaluate your teaching during observation, portfolios, student work, teacher made tests, performance tasks, projects, self-assessments or peer assessments, and standardized tests.	Use the checklists of student work of formal tests including: observation, portfolios, student work.  Informal assessments use of rubrics and checklists, projects, and performance tasks.  Reflection conversation with supervisor	Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences.	3. ZOONGID E'EWIN Strong hearted:
	9L. establish and maintain student records of work and performance;	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.	Demonstrate awareness and apply principles of professional and ethical behavior.	AANGWA AMIZIWIN Diligence and caution
	9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues;	Participate in parent-teacher conferences will reflect communication with parents, guardians and other colleagues.	Reflection Prompt: <i>Describe your role in parent-teacher conferences. Centering race by naming your own racial identity and the identities of families and other colleagues. Keeping people's identities in mind, reflect on your ability to</i>	Demonstrate attitudes and dispositions consistent with research-based teaching practices.	GWAYAK WAADIZI WIN Living a balanced way:



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			<i>communicate student progress.</i>		
Subpart 10. Standard 9, reflection and professional development.	10B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;	Responding regularly to ongoing reflection prompts throughout student teaching experience  Engage in meetings with supervisor and mentor teacher where reflection is encouraged	Collection of reflection prompts within this student teaching experience  Reflective conversations with supervisor and mentor teacher	Self-assess and reflect on competence and potential for growth as a teacher.	GIKENDA ASOWIN Knowing knowledge
	10F. understand the value of critical thinking and self-directed learning;	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. This will allow for questioning and critical thinking to address any deficiencies noted will require candidates to self-direct and develop a plan of action on how they will address the noted deficiencies during their time in the classroom	Complete a checklist of required coursework will be addressed at the midterm meeting to address any unfulfilled requirements to complete the K-6 academic standards.	Self-assess and reflect on competence and potential for growth as a teacher.	GIKENDA ASOWIN Knowing knowledge
	10G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;	Engage in a reflective conversation with a colleague outside of the classroom about student learning and instructional practices	Collect reflection prompts within this student teaching experience and other practitioners and professionals about the TC experience will be discussed during the reflective conversation.  Reflective conversations with supervisor and mentor teacher	Demonstrate attitudes and dispositions consistent with research-based teaching practices.	GWAYAK WAADIZI WIN Living a balanced way:
	10I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;	Responding regularly to ongoing prompts and reflection of professional literature, colleagues and other resources prompts throughout student teaching experience	Collect reflection prompts within this student teaching experience that reflect the professional literature used in the coursework and lesson plans with the host teacher,	Demonstrate awareness and apply principles of professional and ethical behavior.	AANGWA AMIZIWIN Diligence and caution



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		which include: engagement in meetings with the host educator, supervisors and mentor teachers where reflection is encouraged	inclusive of Indigenous philosophy.  Reflective conversations with supervisor and mentor teacher		
	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;	Engage in a reflective conversation with a colleague outside of the classroom about student learning and instructional practices	The Teaching Tolerance Critical Practices Checklist for Teacher candidates to demonstrate the leadership requirements of a teacher.	Self-assess and reflect on competence and potential for growth as a teacher.	GIKENDA ASOWIN Knowing knowledge
	10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;	Participation in the Teacher orientation and a review of the professional Code of Ethics for Minnesota Teachers in part 8700.7500;	Sign a Confidentiality paper and keep on file in the Education Program office of the understanding of the Code of Ethics for Minnesota Teachers in part 8700.7500;	Demonstrate awareness and apply principles of professional and ethical behavior.	AANGWA AMIZIWIN Diligence and caution
	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	TC will participate in licensure meeting to explain the requirements of obtaining a license to teach and the purpose of contributing to educational organizations.	Attend the Education Seminars and review the importance of maintaining the license for the state of Minnesota and contributions of other educational organizations.	Demonstrate attitudes and dispositions consistent with research-based teaching practices.	GWAYAK WAADIZI WIN Living a balanced way:
	10M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.	Video: <b>Reading with diverse tools.</b> Respond to the Teaching tolerance Digital teaching framework	Complete the checklist for Teaching tolerance Digital teaching framework and continue to self -assess classroom practices.	Develop entry level competence in the full range of teaching functions as defined in the teaching standards.	DEBWEI N Honesty and integrity
Subpart 11. Standard 10, collaboration, ethics, and relationships.	11D. understand the concept of addressing the needs of the whole learner;	Use a collective approach to understanding the needs of the whole learner by a case study. Teacher candidates will choose a K-6 learner from the classroom and write a case study of this child.	A written Case study includes information and collaborations of teaching to the whole learner.	Explore the role of the teacher in the schools and begin to identify with that role and participate with professional development.	ZHAWENI NDIWIN Compassion



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	11G. collaborate with other professionals to improve the overall learning environment for students;	Participate in professional develop and PLCs provided by your school/district	Teaching Tolerance Critical Practices Checklist for Teacher Leadership	Demonstrate attitudes and dispositions consistent with research-based teaching practices.	GWAYAK WAADIZI WIN Living a balanced way:
	11H. collaborate in activities designed to make the entire school a productive learning environment;	TC will participate in professional development provided by the school/district and respond to the Teaching Tolerance Critical Practices for Teacher Leadership.	Teaching Tolerance Critical Practices Checklist for Teacher Leadership	Explore the role of the teacher in the schools and begin to identify with that role and participate with professional development.	ZHAWENI NDIWIN Compassion
	11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;	Conduct a case study for a student for the purpose of understanding the student's environment and engagement in this environment.	A written 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.	Explore the role of the teacher in the schools and begin to identify with that role and participate with professional development.	ZHAWENI NDIWIN Compassion
	11J. identify and use community resources to foster student learning;	The TC will work with host teacher to identify community events and resources to encourage students to participate to foster students learning.	Engage in meetings with the supervisor and host teacher where reflection is encouraged.	Demonstrate attitudes and dispositions consistent with research-based teaching practices. These practices will involve a culturally responsive practice within native communities.	GWAYAK WAADIZI WIN Living a balanced way:
	11K. establish productive relationships with parents and guardians in support of student learning and well-being;	Utilize a platform (ex. weekly newsletter) within the school context to communicate with families	Teaching Tolerance Critical Practices Checklist for Family and Community Engagement	Demonstrate attitudes and dispositions consistent with research-based teaching practices.	GWAYAK WAADIZI WIN Living a balanced way:



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<b>MN PELS Content Standard</b>	<b>8710.3200 Elementary Education: Subject Matter</b>	<b>Assignment &amp; Assessment</b>	<b>How does this show students will meet the standard:  Based on the assignments and assessments, the student will:</b>	<b>FDLTCC Learning Outcomes</b>	<b>Cultural Standar d</b>
3.A.7. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:	apply the standards of effective practice in teaching students in kindergarten through grade 6 through a minimum of ten weeks of full-time student teaching	The TC applies the standards of effective practice in a classroom with the knowledge of reading processes and development and instruction throughout the student teaching time in the classroom.	Reflective conversations with supervisor and mentor teacher	Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences	ZOONGI DE'EWIN Strong hearted
D5. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:	(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work;	Plan the CPAST lessons or reading instruction incorporating relevant, explicit, grade appropriate vocabulary, guided practice and independent work across the curriculum.	Provide the entire CPAST lesson plans that show the development of a literacy framework that incorporates relevant, explicit and grade appropriate vocabulary and guided practice and independent work.	Explore and apply principles of learning and multiple teaching (instructional) strategies.	GIKEND AASOWI N Knowing knowledg e
E.2.a. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:	2. formal and informal tools to: (a) plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds;	a) Use a formal assessment tool to practice with a group of students of different cognitive, linguistic and cultural backgrounds to evaluate and differentiate an effective reading practice such as: Reading fluency  2) Use an informal assessment tool with a	Demonstrate the use of formal and informal assessment tools by identifying strengths and weaknesses of an effective reading practice/ instruction with students of different backgrounds. Reteach the practice to engage in the learning process for success of the student.	Explore the role of the teacher in the schools and begin to identify with that role and participate with professional development.	ZHAWE NINDIWI N Compassi on



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		group of students of different cognitive, linguistic, and cultural backgrounds to evaluate and differentiate an effective reading practice. Example: ELL learners use a performance-based approach.			
E.2.b.	(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;	Plan and implement lessons that provide specific interventions for struggling readers and/or enrichment programs for gifted readers	Reflection Prompt: <i>What have you noticed about any patterns pertaining to race, linguistics, socio-economic, gender in identification of struggling and gifted students in reading. How have you used what you know about students' assets to plan instruction?</i>	Apply the knowledge and skills acquired in teacher education course work and school-based teaching experiences	3. ZOONGI DE'EWIN Strong hearted:
E.3.	(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;	Plan and implement lessons that provide specific interventions for struggling readers and/or enrichment programs for gifted readers. Consult and/or collaborate with reading specialists, gifted and talented specialists, and other staff	Teaching Tolerance Critical Practices Checklist for Teacher Leadership  <b>Reflective conversations</b> consist of the conversations with reading specialists, gifted and talented specialists, and other intervention specialists.	Effectively perform the professional and culturally relevant duties deemed important in each school setting.	ZAAGI' IDIWIN Loving and Caring
E.4.	(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;	Participate in parent-teacher conferences to discuss specific results of individual student achievements.	<b>Reflection Prompt:</b> <i>Explain an assessment that you have communicated to someone else. In what ways were you able to communicate results capitalizing on student strengths.</i>	Demonstrate awareness and apply principles of professional and ethical behavior.	AANGW AAMIZI WIN Diligence and caution
G.2. A teacher of children in kindergarten through grade 6 must demonstrate	(2) display positive dispositions toward the act of reading and the	Participate in professional development and/or PLCs provided by your school/district	Teaching Tolerance Critical Practices Checklist for Teacher Leadership	Demonstrate attitudes and dispositions consistent	GWAYA KWAADI ZIWIN Living a



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<p>a view of professional development as a career-long effort and responsibility. The teacher must:</p>	<p>teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;</p>			<p>with research-based teaching practices.</p>	<p>balanced way:</p>
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**Course Requirements & Assessment descriptions:**

In addition, students will be assessed in the following dispositions: **Commitment to Professional Self-Reflection and Growth, Commitment to Students and Their Learning, and Commitment to the Profession and Community as determined by the Professional Education Unit.** For more information, please refer to the Student Teaching Policy and Procedure Handbook.

**Reflection Journal:** You will keep a journal for this course in which you will be provided weekly prompts to reflect upon based on your experiences within your student teaching classroom. You will respond to a variety of prompts throughout the semester that will ask you to reflect upon your lesson planning, instruction and instructional approaches, interventions, assessments & assessment practices, family engagement, and collaboration with other educators.

**Case Study:** You will write a case study that focuses on one student in your student teaching placement classroom. The case study will include the following components:

- A parent interview whenever possible
- A summary of an interview with school personnel that provide support for the student
- Field notes from at least one observation within the classroom and one observation in another setting
- Relevant assessment results whenever possible
- Summary of, analysis of, and recommendations for the student’s environment

**Reflection Journal:** You will keep a journal for this course in which you will be provided weekly prompts to reflect upon based on your experiences within your student teaching classroom. You will respond to a variety of prompts throughout the semester that will ask you to reflect upon your lesson planning, instruction and instructional approaches, interventions, assessments & assessment practices, family engagement, and collaboration with other educators.

**Reflective Conversations:** An effective educator is reflective. Therefore, in addition to keeping a reflective journal, you will engage in regular reflective conversations with your Student Teaching Supervisor. Your supervisor will encourage you to think deeply about your students and your instruction.



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In some cases, your supervisor will give you specific tasks to complete followed by a reflective conversation

**Teaching Tolerance Checklists:** You will evaluate and engage in reflective conversations with your supervisor on your instructional and assessment practices, as well as engagement with families and other educators. You will use a variety of checklists based upon the Critical Practices Framework published by Teaching Tolerance guide your evaluation and reflection. The framework is organized into four sections: Instruction, Classroom Culture, Family and Community Engagement, and Teacher Leadership. The Critical Practice [PDA Critical Practices 0.pdf \(learningforjustice.org\)](https://www.tolerance.org/frameworks/critical-practices) can be found at <https://www.tolerance.org/frameworks/critical-practices>.

**Requirements and Points:**

Completion of all coursework required for major. Pass/No Credit only.

*\*Full descriptions of Competencies and Cultural Standards contained in the Appendix*

**Course Schedule: Please attach the course schedule/outline**

<b>Module</b>	<b>Class Activity-Topic</b>	<b>Assignment: Due</b>
Module 1	Meet with Students: Review syllabus: Discuss, review, and respond to the Code of Ethics for Minnesota Teachers in part 8700.7500. Students sign the Professional Educators Confidentiality statement. Discussion of all components of the entire 16 weeks in preparation of student teaching.	Reflective Discussion:  Parent Meeting  <b>Reflection Prompt:</b> Describe your role in parent-teacher conferences. Centering race by naming your own racial identity and the identities of families and other colleagues. Keeping people’s identities in mind, reflect on your ability to communicate student progress.
Module 2	Begin classroom student teaching: CPAST Workshop  Student Learning	Reflective discussions: Dispositions and culture standards. <b>Reflection prompt:</b> Identify a lesson or content area that you will be teaching. How did you build upon students’ interests, wonderings and choices within the lesson to



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		motivate student learning? What information might you need to collect from your students and/or mentor teacher to plan this lesson
Module 3	<p>Discussion of: lesson plans: <b>CPAST 1<sup>st</sup> Lesson Plan</b> Vocabulary Assessment tool used Reteach</p> <p>(Small group)</p>	<p>Create and implement lesson plans that are developmentally appropriate for the grade level by encouraging discussion and listening and responding to group interaction by oral, written, and other samples during learning center time</p> <p><b>Reflection prompt:</b> Identify one transition that goes smoothly then identify one transition that is challenging. Describe both and name specific changes that might improve the challenging transition.</p>
Module 4	<p><b>Begin CPAST rubric reflections-</b> Choose a lesson to teach for CPAST midterm</p>	<p>Create and implement a math or science lesson plans that uses strategies to incorporates a variety of materials including technology resources that encourage critical thinking.</p>
Module 5	<p><b>Discussion:</b> Diversity</p>	<p><b>Reflection Prompt:</b> What have you noticed about any patterns pertaining to race, linguistics, socio-economic, gender in identification of struggling and gifted students in reading. How have you used what you know about students' assets to plan instruction?</p>
Module 6	<p><b>Case study:</b> Short -and long-term goals. See above information</p>	<p><b>Case Study:</b> You will write a case study that focuses on one student in your student teaching placement classroom. The case study will include the following components:</p>
Module 7	<p><b>Discussion:</b> Communicating with others</p>	<p><b>Reflection Prompt:</b></p>



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	<b>Learning Center</b>	Explain an assessment that you have communicated to someone else. In what ways were you able to communicate results capitalizing on student strengths.
Module 8	<b>Mid way Mtg.</b>  CPAST mid-observation and triad feedback.	<b>Reflective conversations</b> with supervisor and mentor teacher. use professional literature, colleagues, and other resources to support development as both a student and a teacher;  understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
Module 9	Discussion: <b>Learning environment;</b>	<b>Reflection prompt:</b> Identify a lesson you taught this week, describe how you used various motivational strategies to encourage students' skills. Provide specific examples to illustrate. How does this compare to the motivational strategies used by your mentor teacher?
Module 10	<b>Discussion:</b> Assessment	<b>Reflection Prompt:</b> What data did you collect or are using? In what ways could the assessment results be used to maximize student access to learning opportunities?
Module 11	<b>Discussion:</b> Technology/Exceptional learners  <b>3<sup>rd</sup> Lesson Plan-Culturally Responsive</b>	<b>Reflection Prompt:</b> What technology resources are used to enable and empower learners with diverse backgrounds, characteristics, and abilities? What technology resources have you used with exceptional learners? Describe how the technology resources enabled and empowered learners with diverse backgrounds, characteristics, and abilities.



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		What is the process for identifying appropriate services or resources for the needs of exceptional learners within your school?
Module 12	<p><b>Discussion:</b> Connecting with the Ojibwe communities</p> <p>½ day in another classroom observation</p>	<p><b>Reflection response:</b> How did you connect with the family and/or the Ojibwe community and bring it into the lesson plan?</p> <p><b>Reflective conversations</b> with supervisor and mentor teacher, discussions of cultural standards as a component of the teaching.</p>
Module 13	<p><b>Discussion</b> Licensure for MN PELSB Teaching tolerance Digital teaching</p> <p><b>Final CFAST lesson/observation</b></p> <p>Tentative last week of student teaching</p>	
Module 14	<p>Done student teaching unless make up days</p> <p><b>Discussion:</b> Collaboration/relationships</p>	
Module 15	<p><b>Discussion:</b> Reflection of Student teaching Self-reflection</p>	
Module 16	Completed semester!	

**FDLTCC Competencies Across the Curriculum (CAC)**

**Information Literacy** – the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.

**Ability to Communicate** – the ability to listen, read, comprehend, and/or deliver information in a variety of formats.

**Problem Solving** – The ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.



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**Culture** – knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.

### Conceptual Framework

#### Vision

The vision of the FDLTCCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o'o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

#### Mission

The mission of the FDLTCC Education Unit is to work within our communities to prepare caring, competent educators by promoting equitable, inclusive, and transformative educational practices that are based on Anishinaabe knowledge, traditions, and culture.

#### GIKENDAASOWIN – Knowing Knowledge

To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.

##### Disposition: Integrates Content and Pedagogical Knowledge

Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

- *Technology*: Use technology effectively to improve student learning.
- *Theory to Practice*: Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- *Critical and Connected Thinking*: Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- *Reflective Practice*: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.

##### Professional Outcome: Content and Pedagogical Knowledge

To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.

#### GWAYAKWAADIZIWIN – Living a Balanced Way

To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.

##### Disposition: Communication and Collaboration

Teacher candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.



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- *Reflective Collaboration*: Uses insights and inspiration of others to improve practice and can occur in:
  - Professional Learning Communities
  - Mentoring Programs
  - Peer Observations
  - Critical Friends Groups
- *Community Involvement*: Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.
- *Communication*: Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms.

#### Professional Outcome: Community and Collaboration

To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.

#### **ZOONGIDE'EWIN – Strong Hearted**

To provide a foundation on which we build and strengthen each teacher candidate's resilience, innovation, and passion.

#### Disposition: Vision and Leadership

Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

- Demonstrates skills and qualities that lead to meaningful change.
- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.
- Listens and responds to community needs and understands cultural norms as opportunities for growth and development.

#### Professional Outcome: Transformational Leadership

To increase the teachers' leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society.

#### **AANGWAAMIZIWIN – Diligence and Caution**

To develop teacher candidates' capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.

#### Disposition: Ethical Behavior

Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.



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- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

#### Professional Outcome: Ethical Practitioner

To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.

#### **DEBWEWIN – Honesty and Integrity**

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.

#### Disposition: Data-Informed Practice

Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.

- Uses student data to plan and implement instructional strategies and activities.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.

#### Professional Outcome: Assessment and Use of Data

To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.

#### **ZAAGI' IDIWIN – Loving and Caring**

To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.

#### Disposition: Equity, Social Justice, and Inclusion

Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.



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### Professional Outcome: Diversity

Promote teachers' acceptance and respect of the diversity within their school, community and environment.

### **ZHAWENINDIWIN – Compassion**

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

### Disposition: Life-long Learner

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school- home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

### Professional Outcome: Generation of New Knowledge

To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.

### **MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)**

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:

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

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.

4I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

4N. identify when and how to access appropriate services or resources to meet exceptional learning needs;



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4O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences

4P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

4R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

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.

5C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

5D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;

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;

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:

6C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

6D. know how to help people work productively and cooperatively with each other in complex social settings;

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;

6G. understand how participation supports commitment;

6H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;



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6I. establish peer relationships to promote learning;

6N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

6Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

6R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals

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:

8B. plan instruction using contextual considerations that bridge curriculum and student experiences;

8D. create short-range and long-range plans that are linked to student needs and performance;

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

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.

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

9A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;

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;

9L. establish and maintain student records of work and performance;

9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and



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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:

10B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

10F. understand the value of critical thinking and self-directed learning;

10G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

10I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

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;

10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8700.7500](#);

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

10M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

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:

11D. understand the concept of addressing the needs of the whole learner;

11G. collaborate with other professionals to improve the overall learning environment for students;

11H. collaborate in activities designed to make the entire school a productive learning environment;

11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;



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11K. establish productive relationships with parents and guardians in support of student learning and well-being;

**Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education**

3.A. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including

(7) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a minimum of ten weeks of full-time student teaching

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(2) formal and informal tools to:

(a) plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and

(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;

(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

(2) display positive dispositions toward the act of reading and the teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;



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**Reference List:**

Reading diverse tools: [Reading Diversity: Tools for Selecting Diverse Texts \(on24.com\)](https://www.on24.com/reading-diversity-tools-for-selecting-diverse-texts)

Carl Grant (2010), WINHEC model of Well Being

You Tube: [Life \(Official Video from "The Lion King"\) - YouTube.](https://www.youtube.com/watch?v=...)

Critical thinking: [Critical Literacy: Children as Changemakers in their Worlds - YouTube](https://www.youtube.com/watch?v=...)