



Fond du Lac Tribal and Community College  
Elementary Education Program



Course Number: EDU 3102

Course Title: Foundations of Literacy for K-6 Teachers

Faculty Name: Dawn Quigley, PhD

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

Credits: 3 Pre-requisites: \_\_\_\_\_ Co-requisites: \_\_\_\_\_

Successful admittance into the Elementary Education Teacher program required? Yes: X No:   

Field Experience/Student Teaching? Yes: X Number of hours/weeks: 10 Hours No:   

Asynchronous, with some online Zoom synchronous class Mondays 4:30- 5:45pm

**Course Description:**

**Foundations of Literacy for K-6 Teachers** is designed to foster a reflection on and engagement with literacy in your own lives and the lives of Elementary Education students. As you develop your understanding that literacy is foundational to effective participation in society as well as to social action that can change the communities including the world in which we live, you will grasp the importance of your role in fostering the **Science of Reading** and implementing culturally relevant literature in K-6 education. Emphasis is given via the science of reading in addition to the relationship between language acquisition and emergent literacy, the impact of sociological and cultural factors on literacy development, and the wide variety of home and school experiences that provide children with a solid foundation of success for learning to read and write. An introduction to the five elements of the science of reading (phonemic awareness, phonics, comprehension, fluency and vocabulary. In this course you will learn to analyze and evaluate children’s books, with an emphasis on Native American-authored children’s literature. The emphasis in this course is on **research-based literacy theories**. You will choose highly engaging, socially important literature for children and use it to support language development, developmentally appropriate practices (DAP), personal development, and academic learning.

**Ten hours** of interactive field experience in an elementary classroom is required.

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

Teaching Reading in the 21<sup>st</sup> Century. M. Graves, B. Graves, Jeul, Dewitz. 2020. Pearson.

*The Science of Reading Defining Guide*. The Reading League



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## Learning Outcomes

### **Upon successful completion of this course, students will be able to:**

- Understand and explain basic theories and models of literacy acquisition;
- Demonstrate an emerging understanding of the interrelationship among Anishinaabe language, culture, and literacy acquisition/development in K-6 classrooms;
- Organize beginning literacy instruction with attention to the diverse strengths, needs and interests of all students;
- Prepare and present language arts lessons with special emphasis on reading books to children and promoting listening skills and techniques;
- Explore the five elements of the science of reading, with an emphasis on phonemic awareness, phonics, and fluency, comprehension, and vocabulary.
- Integrate Minnesota State English Language Arts standards, with special focus on the Native American standards, into the literacy curriculum and explain the benefits of so doing;
- Discuss with some confidence the history and genres of children’s literature;
- Read and discuss children’s literature with enhanced understanding;
- Integrate children’s literature into effective literacy instruction for students;
- Work collaboratively and productively in an elementary school setting, with students, faculty, administrators and the community, through fieldwork requirements;
- Develop and use assessment tools to analyze and evaluate culturally relevant texts

### **An important aspect of this class is learning about Culturally Relevant Pedagogy, and how these practices support diverse literacy learners. Among these important practices, we’ll focus on:**

- Building relationships with students
- Holding students to high expectations
- Maintaining rigorous curriculum
- Modeling literacy practices
- Planning small group instruction
- Availability for additional support and/or extension of course curriculum
- Creating a predictable schedule and routines
- Planning hands-on instructional activities

### **Cultural Standards:**

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

Cultural Standard (must meet 3 of 7)	Learning Outcomes that Align to Cultural Standards (two for each standard) The student will:	Cultural Assessment Description
<p><b>1. GIKENDAASOWIN – Knowing Knowledge</b> To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.</p> <p><u>Disposition:</u> <a href="#">Integrates Content and Pedagogical Knowledge</a></p>	<p>Summarize, analyze and evaluate literary responses and using the MN K6 ELA Standards.</p>	<p>Students will integrate Minnesota State English Language Arts standards, with special focus on the Native American standards,</p>



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<p>Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:</p> <ul style="list-style-type: none"> <li>• <i>Technology</i>: Use technology effectively to improve student learning.</li> <li>• <b>Theory to Practice: Applies current theory, research, and best practices to improve one’s professional practice as a teacher.</b></li> <li>• <i>Critical and Connected Thinking</i>: Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.</li> <li>• <i>Reflective Practice</i>: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.</li> </ul> <p><u>Professional Outcome:</u> <a href="#">Content and Pedagogical Knowledge</a></p> <p>To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.</p>	<p>Select and assess a wide range of engaging texts representing various genres, and cultures as a method to promote anti-bias/anti-racist education.</p>	<p>into the literacy curriculum and explain the benefits of so doing</p> <p>Students will read several Native American-authored children’s books and develop critical reviews of the books for their Critical Review Essay. This assignment requires students to understand multiple perspectives on children’s literature, including Indigenous ELA standards. Then, students will compile a book log of books to include in a K6 classroom.</p>
<p><b>3. ZOONGIDE’EWIN – Strong Hearted</b></p> <p>To provide a foundation on which we build and strengthen each teacher candidate’s resilience, innovation, and passion.</p> <p><u>Disposition:</u> <a href="#">Vision and Leadership</a></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.</li> <li>• Listens and responds to community needs and understands cultural norms as opportunities for growth and development.</li> </ul> <p><u>Professional Outcome:</u> <a href="#">Transformational Leadership</a></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Facilitate children’s ability to enhance their own lives and influence others through the use of effective oral stories, spoken and written language, and the creation of dramatic and multi-media products.</p> <p>Participate in a creating an Ojibwe story bag or attend a cultural storytelling event to summarize and share.</p>	<p>Students will engage in assessments and evaluations of two Native American texts using course evaluation and assessment tools. Students will include input from elementary students as well. They will complete the material assessment, analyze the results, and then write up the assessment procedures, context, analysis, and a reflection on the process in a midterm paper.</p> <p>Students will read several Native American-authored children’s books and develop critical reviews of the books for their Critical Review Essay. This assignment requires students to understand multiple perspectives on children’s literature, including Indigenous ELA standards. Then, students will compile a book log of books to include in a K6 classroom.</p>
<p><b>4. AANGWAAMIZIWIN – Diligence and Caution</b></p> <p>To develop teacher candidates’ capacity to proceed carefully, after identifying, discussing and reflecting on</p>	<p>Student will understand and explain basic theories and models of literacy acquisition; Demonstrate an emerging</p>	<p>Students will interact with a group of 5 hours of fieldwork with elementary children. Using the children’s reading techniques</p>



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<p>logical and ethical dimensions of political, cultural, social, and personal life.</p> <p><u>Disposition:</u> <b>Ethical Behavior</b> Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.</p> <ul style="list-style-type: none"> <li>• Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.</li> <li>• 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.</li> <li>• 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).</li> </ul> <p><u>Professional Outcome:</u> <b>Ethical Practitioner</b></p> <ul style="list-style-type: none"> <li>• To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.</li> </ul>	<p>understanding of the interrelationship among Anishinaabe language, culture, and literacy acquisition/development in K-6 classrooms.</p>	<p>studied, students will choose an Indigenous picture book to read to the children. Students will use 'Before, during and after' reading theory and literacy techniques. Afterwards, students will reflect on how children listened, interacted, and responded to the picture book.</p>
<p><b>6. ZAAGI' IDIWIN – Loving and Caring</b> To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.</p> <p><u>Disposition:</u> <b>Equity, Social Justice, and Inclusion</b> 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.</p> <ul style="list-style-type: none"> <li>• Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.</li> <li>• Advocates for and supports Indigenous and other diverse communities and individuals.</li> <li>• Respects the dignity and essential worth of all individuals.</li> <li>• <b>Interacts with sensitivity to community and cultural norms.</b></li> <li>• Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).</li> <li>• Promotes the diversity of opinions, ideas, and backgrounds.</li> </ul> <p><u>Professional Outcome:</u> <b>Diversity</b></p> <ul style="list-style-type: none"> <li>• Promote teachers' acceptance and respect of the diversity within their school, community and environment.</li> </ul>	<p>Students will use assessment tools to analyze and evaluate culturally relevant texts. Students will evaluate ten Native American-authored children's books to include in a book log using an anti-bias/anti-racist rubric.</p>	<p>Students will choose a relevant critical literacy/literature theme for use in an Elementary classroom. Following approval of this theme proposal, students will choose four children's books that complement that theme and complete a compare/contrast graphic analysis organizer with comparative information about each of the books. The analysis will include a synthesis of: course videos, textbooks and (critical literacy) scholarly literature from the course to highlight the importance of implementing Native American critical texts in the K-6 classroom. Describe how anti-bias/anti-racist methods support a socially-just classroom.</p>



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**Course Requirements & Assessment descriptions:**

<b>Criteria</b>	<b>Points</b>	<b>Due</b>
<b>Discussion posts/quizzes 10 total</b>	10 ea (100pts total)	
<b>Literacy Autobiography</b>	20pts	
<b>Book Documentation/log</b>	50pts	
<b>Midterm Book log check in</b>	10pts	
<b>Native American material Assessment &amp; Memo</b>	20pts	
<b>Two mini lessons on one Native American book (from book log)</b>	15pts	
<b>Read-Aloud and self-analysis (fieldwork assignments): 2 total</b>	15pts ea (30 pts total)	
<b>Designing a Phonological Awareness Mini-Lesson</b>	25 pts	
<b>Final Theme Paper</b>	40pts	



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### EDU 3102 Assignments with Standards and Corresponding Rubrics

#### 1. Discussion Board Posts (10 total - 10 points each, 100 points total)

##### **Purpose:**

To demonstrate knowledge and understanding of course content, show applicability to professional practice, and engage in meaningful discourse about literacy education while extending the learning of the classroom community.

##### **Standards Alignment:**

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge; AANGWAAMIZIWIN – Diligence and Caution
- SEP Standards: 7H - Use effective communication strategies in conveying ideas and information and in asking questions
- Subject Matter Standard: B7 - Know children's and young adolescents' literature representing a variety of genres; B8 - Know how to use books and other printed sources to develop children's personal growth and lifelong learning

##### **Assignment Description:**

Points: 10 points each post, 100 points total

For each online course session, you will complete posts on the discussion board. D2L posts should be at least 150 words in length and posted to the board by the due date/time listed on the syllabus. Posts will be evaluated in the way that you show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community. As you are constructing posts, use references to readings, literature, in-class discussions and activities, as well as narrated PowerPoints, and/or personal experience to support comments. Your posts should contribute to the discussion of course material with clear, concise comments formatted in an easy-to-read style that is free of grammatical or spelling errors. You will also be expected to respond to two of your colleagues' posts. Responses should be roughly 50-75 words in length and will be evaluated by the same expectations as the posts. Voice Thread initial posts should be 1-2 minutes. Responses should be 30-60 seconds.

##### **Assignment Requirements Checklist:**

###### Content Requirements:

- Minimum 150 words for initial post
- Evidence of knowledge and understanding of course content
- References to readings, literature, in-class discussions, narrated PowerPoints, or personal experience
- Clear connections to professional practice
- Resources that extend community learning



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- Two peer responses (50-75 words each)
- Voice Thread posts: 1-2 minutes initial, 30-60 seconds responses

### Format Requirements:

- Posted by due date/time on syllabus
- Clear, concise writing style
- Free of grammatical and spelling errors
- Easy-to-read formatting
- Professional language appropriate for educators

### Discussion Board Posts Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Content Knowledge & Understanding (SEP 7H, B7, B8)	Demonstrates deep understanding of course concepts with accurate, insightful analysis. Seamlessly integrates multiple course materials.	Shows solid understanding of course concepts with mostly accurate analysis. References course materials appropriately.	Shows basic understanding with some inaccuracies. Limited integration of course materials.	Shows minimal understanding with significant gaps or misconceptions. Little to no reference to course materials.
Critical Thinking & Application (Cultural Standards)	Provides original insights and makes meaningful connections between theory and practice. Addresses cultural responsiveness and equity.	Makes clear connections between concepts and practice. Some consideration of cultural factors.	Makes basic connections with limited depth. Minimal consideration of cultural factors.	Makes few or unclear connections. No consideration of cultural factors.
Communication & Writing Quality (SEP 7H)	Writing is clear, engaging, and error-free. Meets 150+ word requirement. Uses professional language appropriate for educators.	Writing is clear and mostly error-free. Meets word requirement. Generally appropriate language.	Writing is generally clear with some errors. May not fully meet word requirement. Some informal language.	Writing lacks clarity with frequent errors. Does not meet word requirement. Inappropriate language use.
Peer Engagement (SEP 7H)	Provides thoughtful, substantive	Provides adequate responses that	Provides basic responses with	Provides minimal or superficial responses



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
	responses (50-75 words) that extend discussion and ask meaningful questions.	contribute to discussion. Asks relevant questions.	limited contribution to discussion.	that don't advance discussion.

### Required Assessment Components:

- Initial Post: Must demonstrate understanding of weekly course content through specific references to readings, videos, or class discussions
- Professional Application: Clear connection between course concepts and future teaching practice
- Cultural Responsiveness: Evidence of consideration for diverse learners and culturally relevant pedagogy
- Peer Responses: Two substantive responses that advance the discussion through questions, additional insights, or constructive feedback
- Communication Quality: Professional writing that meets word count requirements and is free of errors
- Timeliness: Posted by designated deadlines to allow for meaningful peer interaction

### 2. Literacy Autobiography (20 points)

#### Purpose:

To reflect on personal literacy development and make connections between personal experiences and professional teaching practice, demonstrating understanding of how books support personal growth and lifelong learning.

#### Standards Alignment:

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge; ZOONGIDE'EWIN – Strong Hearted
- SEP Standards: 7H - Use effective communication strategies in conveying ideas and information and in asking questions
- Subject Matter Standard: B6 - Develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes; B8 - Know how to use books and other printed sources to develop children's personal growth and lifelong learning



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### Assignment Description:

Points: 20 points

We all come to education with memories of books that have shaped our lives as literate beings. For this assignment, you will share with the class several books important to your literacy development. The virtual sharing of a bio will be modeled. This is a 2-3 page essay where you demonstrate, through writing, how to convey your ideas and information. Include four questions for the reader and show your personal knowledge of how books and other printed sources to develop children's personal growth and lifelong learning.

### Assignment Requirements Checklist:

Content Requirements:

- Several books important to your literacy development
- Personal reflection on literacy journey
- Connections between personal experiences and professional teaching practice
- Demonstration of how books support personal growth and lifelong learning
- Four questions for the reader
- Examples of influential books and experiences

Format Requirements:

- 2-3 pages in length
- Well-organized essay format
- Clear, engaging writing
- Proper grammar and mechanics
- Professional presentation

### Literacy Autobiography Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Personal Literacy Reflection (B8, Cultural Standards)	Provides deep, thoughtful reflection on personal literacy journey with specific, meaningful examples of influential books and experiences.	Provides clear reflection on literacy development with relevant examples of books and experiences.	Provides basic reflection with some examples, but lacks depth or specificity.	Provides minimal reflection with few or vague examples.
Connection to Professional	Makes explicit, insightful connections between	Makes clear connections	Makes some connections	Makes few or unclear



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Practice (B6, B8)	personal literacy experiences and future teaching practice. Demonstrates understanding of how books support personal growth and lifelong learning.	between personal experiences and teaching. Shows understanding of books' role in development.	between personal experiences and teaching, but lacks depth.	connections to professional practice.
Cultural Awareness & Diversity (Cultural Standards)	Demonstrates awareness of diverse literacy experiences and cultural influences on reading development. Considers equity and inclusion.	Shows some awareness of diverse literacy experiences and cultural factors.	Shows limited awareness of diversity in literacy experiences.	Shows little to no awareness of cultural factors in literacy.
Writing Quality & Organization (SEP 7H, B6)	Writing is well-organized, engaging, and error-free. Meets 2-3 page requirement. Includes four thoughtful questions for readers.	Writing is clear and organized with few errors. Meets length requirement. Includes relevant questions.	Writing is generally organized with some errors. May not fully meet requirements.	Writing lacks organization with frequent errors. Does not meet requirements.

### Required Assessment Components:

- Personal Literacy Journey: Detailed reflection on key books and experiences that shaped literacy development
- Specific Examples: At least 3-4 specific books or reading experiences with explanation of their impact
- Professional Connections: Clear links between personal literacy experiences and implications for teaching practice
- Growth and Learning: Evidence of understanding how books contribute to personal development and lifelong learning
- Reader Engagement: Four thoughtful questions that invite reader reflection and engagement
- Writing Quality: Well-organized, error-free writing that meets length requirements and demonstrates effective communication



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### 3. Book Log Documentation (50 points)

#### Purpose:

To expand repertoire of excellent children's books across genres and develop a bibliography representing diverse text structures, comprehension strategies, and cultural groups for use in teaching across curriculum areas.

#### Standards Alignment:

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge; ZAAGI'IDIWIN – Loving and Caring; ZOONGIDE'EWIN – Strong Hearted
- SEP Standards: 7H - Use effective communication strategies in conveying ideas and information and in asking questions
- Subject Matter Standard: B7 - Know children's and young adolescents' literature representing a variety of genres; B8 - Know how to use books and other printed sources to develop children's personal growth and lifelong learning

#### Assignment Description:

Points: 50 points

Throughout the term we will read many children's books of varied genres. The purpose of this requirement is to expand the repertoire of excellent children's books with which you are familiar and to begin to develop a bibliography of books across a range of genres that represent the experiences of a variety of text structures, comprehension strategies, racial, cultural, and religious groups that can be used in teaching across curriculum areas. Self-chosen books for the 25 (roughly averaging two per week) documentation should be those with which you are NOT already familiar. At least 10 must be Native-authored books. For each children's book read, you will complete a response and complete various details on your reading log. For 10 of the book documentations, you will also include a basic reading technique connection, to be described in class.

#### Assignment Requirements Checklist:

Content Requirements:

- 25 total books documented (roughly 2 per week)
- At least 10 Native-authored books
- Books you are NOT already familiar with
- Diverse genres represented
- Variety of text structures, comprehension strategies
- Representation of racial, cultural, and religious groups
- Complete response for each book
- Various details completed on reading log



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- Reading technique connections for 10 books
- Citations from course text for technique connections

### Format Requirements:

- Organized reading log format
- Complete entries for each book
- Professional presentation
- All required details included
- Clear documentation of reading technique connections
- Regular posting throughout semester (not waiting until end)

### Book Log Documentation Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Quantity & Diversity (B7, Cultural Standards)	Documents 25+ books representing diverse genres, cultures, and reading levels. Includes 10+ Native-authored books.	Documents 20-24 books with good diversity. Includes 8-9 Native-authored books.	Documents 15-19 books with some diversity. Includes 6-7 Native-authored books.	Documents fewer than 15 books with limited diversity. Includes fewer than 6 Native-authored books.
Analysis & Reflection (B7, B8)	Provides insightful analysis of each book's literary elements, cultural representation, and classroom applications. Demonstrates deep understanding of genres.	Provides solid analysis of books with clear understanding of literary elements and applications.	Provides basic analysis with some understanding of literary elements.	Provides minimal analysis with limited understanding.
Reading Technique Connections (SEP 7H)	For 10 books, provides sophisticated connections to specific reading techniques with clear rationale and citations from course text.	For 8-9 books, provides clear connections to reading techniques with some citations.	For 6-7 books, provides basic connections to reading techniques.	For fewer than 6 books, provides minimal or unclear connections.
Cultural Responsiveness	Demonstrates sophisticated	Shows good understanding of	Shows basic understanding of	Shows minimal understanding of



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
(Cultural Standards)	understanding of culturally relevant pedagogy and anti-bias/anti-racist education through book selections and analysis.	cultural responsiveness in book analysis.	cultural factors in literature.	cultural responsiveness.
Organization & Presentation (SEP 7H)	Log is well-organized, complete, and professionally presented. All required details included for each entry.	Log is organized and mostly complete with most required details.	Log shows some organization with some missing details.	Log lacks organization with many missing details.

### Required Assessment Components:

- Book Quantity: Minimum 25 books with at least 10 Native-authored titles
- Genre Diversity: Representation across multiple genres (fiction, non-fiction, poetry, etc.)
- Cultural Representation: Books representing diverse racial, cultural, and religious groups
- Complete Entries: All required details for each book (title, author, genre, summary, analysis)
- Reading Technique Connections: 10 books with specific connections to reading strategies from course text
- Professional Analysis: Thoughtful analysis of literary elements, cultural authenticity, and classroom applications
- Organization: Well-maintained log with consistent formatting and regular updates throughout semester

#### 4. Midterm Book Log Check-in (10 points)

##### Purpose:

To assess progress on book log completion and demonstrate effective communication strategies in conveying ideas and information about children's literature.

##### Standards Alignment:

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge
- SEP Standards: 7H - Use effective communication strategies in conveying ideas and information and in asking questions



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- Subject Matter Standard: B7 - Know children's and young adolescents' literature representing a variety of genres

### Assignment Description:

Points: 10 points

Submit 10 completed book log entries for midterm assessment. This check-in allows you to demonstrate effective communication strategies in conveying ideas and information and in asking questions. You will be assessed on your ability to demonstrate effective communication in conveying your ideas, summarizing literary information, and asking questions to engage one another. Students will also analyze a peer's literacy book log.

### Assignment Requirements Checklist:

#### Content Requirements:

- 10 completed book log entries
- Effective communication in conveying ideas
- Literary information summaries
- Questions that engage others
- Analysis of a peer's literacy book log
- Demonstration of progress toward final book log goal

#### Format Requirements:

- Complete entries with all required components
- Clear, professional presentation
- Organized submission
- Constructive peer analysis
- Submitted by midterm deadline

### Midterm Book Log Check-in Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Completion & Quality (B7)	Submits 10+ high-quality, complete book log entries with all required components.	Submits 8-9 complete entries with most required components.	Submits 6-7 entries with some missing components.	Submits fewer than 6 entries or entries are incomplete.



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Communication & Analysis (SEP 7H, B7)	Demonstrates exceptional ability to convey ideas clearly and ask engaging questions. Provides insightful literary analysis.	Shows good communication skills with clear analysis and relevant questions.	Shows basic communication with some analysis.	Shows limited communication skills with minimal analysis.
Peer Analysis (SEP 7H)	Provides thoughtful, constructive analysis of peer's work with specific feedback and suggestions.	Provides clear analysis of peer work with some feedback.	Provides basic analysis with limited feedback.	Provides minimal or superficial peer analysis.

### Required Assessment Components:

- Entry Completion: Exactly 10 complete book log entries with all required fields
- Quality Analysis: Each entry includes thoughtful analysis of literary elements and educational value
- Communication Skills: Clear, professional writing that effectively conveys ideas about children's literature
- Peer Review: Constructive analysis of a classmate's book log with specific feedback and suggestions
- Progress Documentation: Evidence of steady progress toward final book log requirements
- Engagement Questions: Inclusion of questions that promote discussion and deeper thinking about the literature

### 5. Native American Material Assessment & Memo (20 points)

#### Purpose:

To develop skills in curriculum assessment and evaluation while critically analyzing Native American texts for cultural authenticity, educational value, and instructional applications.

#### Standards Alignment:

- Cultural Standard: ZOONGIDE'EWIN – Strong Hearted; ZAAGI'IDIWIN – Loving and Caring
- SEP Standards: None specifically listed
- Subject Matter Standard: B6 - Develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;



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C.A.4 - Phonics and other word identification strategies and fluency; C..d.1 - Appropriate, motivating instruction in oral language development, phonemic awareness, phonics, and comprehension strategies

### **Assignment Description:**

Points: 20 points

Among the most critical activities you will engage in as a teacher of literacy are assessments and evaluations of curriculum. You will start this process by using the course evaluation and assessment tools. You will complete the material assessment, analyze the results, and then write up the assessment procedures, context, your analysis, and a reflection on the process. Critically evaluate two Native American texts and state explicit mini-lessons for supporting phonemic/phonological awareness, vocabulary acquisition, comprehension and analysis techniques.

### **Assignment Requirements Checklist:**

Content Requirements:

- Use course evaluation and assessment tools
- Assess two Native American texts
- Complete material assessment analysis
- Critical evaluation of cultural authenticity
- Assessment of literary quality and educational value
- Explicit mini-lessons for phonemic/phonological awareness
- Mini-lessons for vocabulary acquisition
- Mini-lessons for comprehension and analysis techniques
- Input from elementary students included

Format Requirements:

- Professional memo format
- Clear assessment procedures described
- Context provided for assessment
- Thorough analysis of results
- Thoughtful reflection on the process
- Well-organized presentation
- Proper grammar and mechanics



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### Native American Material Assessment & Memo Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Assessment Tool Application (Cultural Standards)	Expertly applies course evaluation tools to assess two Native American texts. Demonstrates sophisticated understanding of assessment criteria.	Competently applies evaluation tools with clear understanding of assessment process.	Applies tools with basic understanding, some gaps in assessment process.	Limited application of tools with significant gaps in understanding.
Analysis & Critical Evaluation (Cultural Standards, B6)	Provides thorough, insightful analysis of texts including cultural authenticity, literary quality, and educational value. Addresses bias and representation.	Provides solid analysis addressing key elements of cultural representation and educational value.	Provides basic analysis with some consideration of cultural factors.	Provides minimal analysis with limited consideration of important factors.
Mini-Lesson Development (C.A.4, C.d.1)	Develops sophisticated, culturally responsive mini-lessons targeting phonemic awareness, vocabulary, and comprehension with clear learning objectives.	Develops clear mini-lessons with appropriate objectives and activities.	Develops basic mini-lessons with some alignment to objectives.	Develops minimal or unclear mini-lessons.
Professional Writing & Reflection (B6)	Memo is professionally written with clear procedures, context, analysis, and thoughtful reflection on the assessment process.	Memo is well-written with most required components clearly addressed.	Memo includes basic required components with some clarity issues.	Memo is unclear or missing key components.

#### Required Assessment Components:

- Text Selection: Two Native American texts appropriate for elementary students
- Assessment Tool Application: Proper use of course-provided evaluation instruments
- Cultural Authenticity Analysis: Evaluation of accurate representation of Native American culture and perspectives
- Educational Value Assessment: Analysis of texts' potential for supporting student learning



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- Mini-Lesson Development: Three explicit mini-lessons (phonemic awareness, vocabulary, comprehension)
- Student Input: Documentation of elementary students' responses to the texts
- Professional Documentation: Complete memo including procedures, context, analysis, and reflection
- Critical Evaluation: Evidence-based assessment addressing potential bias and representation issues

### 6. Two Mini Lessons on One Native American Book (15 points)

#### **Purpose:**

To apply effective teaching practices through hands-on lesson planning and implementation while developing children's spoken, nonverbal, and visual language through culturally responsive instruction.

#### **Standards Alignment:**

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge; ZAAGI'IDIWIN – Loving and Caring
- SEP Standards: 3G - Use a student's thinking and experiences as a resource in planning instructional activities; A6 - Apply the standards of effective practice in teaching students in kindergarten through grade 6
- Subject Matter Standard: B6 - Develop children's ability to use written, spoken, and visual language to communicate effectively; C.1a - Relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking

#### **Assignment Description:**

Points: 15 points

Create, modify and teach two mini-lessons with students using one Native American book from your book log. The lesson plans include a reading skill, selected by you, to pair with the Native-authored book. You will reflect on your first and second lesson experience to demonstrate how your classroom interactions helped to develop children's spoken, nonverbal, and visual language. You must write in a discussion post about what you did to encourage effective communication with the varying audience for each field experience and explain why you selected those specific techniques.

#### **Assignment Requirements Checklist:**

Content Requirements:

- Two mini-lessons using one Native American book from book log
- Reading skill selected and paired with Native-authored book
- Lessons taught to students in field experience



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- Different audiences for each lesson (e.g., K-2 vs. 3-5)
- Reflection on both lesson experiences
- Analysis of how interactions developed children's spoken, nonverbal, and visual language
- Discussion post explaining communication strategies used
- Rationale for technique selection with citations

### Format Requirements:

- Complete lesson plan format (using EDUC rubric criteria)
- MN Standards alignment clearly stated
- Cultural values integration
- Clear learning objectives
- Pre-assessments included
- Formative/summative assessments
- Academic vocabulary identified
- Context for learning considered
- Theory to practice connections
- Thoughtful reflection component

### Mini Lessons Rubric (Using existing EDUC Lesson Plan Rubric from syllabus)

Category	Exemplary 4	Proficient 3	Developing 2	Beginning 1
MN Standards Alignment	Clearly and explicitly aligned with multiple relevant MN academic standards; standards are integrated throughout the lesson.	Aligned with relevant MN standards; standards are referenced and mostly integrated.	Some alignment with MN standards; limited integration in lesson activities.	Little or no alignment with MN standards; standards are missing or unclear.
Cultural Values Integration (Cultural Standards)	Deep integration of diverse cultural perspectives;	Includes cultural values and perspectives;	Some cultural references present; limited connection to	Cultural values are absent or not meaningfully integrated.



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Category	Exemplary 4	Proficient 3	Developing 2	Beginning 1
	promotes equity and inclusion.	supports student identity.	student backgrounds.	
Student Objectives / Learning Targets	Objectives are clear, measurable, and student-centered; aligned with standards and assessments.	Objectives are clear and measurable; mostly aligned with standards.	Objectives are somewhat clear; may lack measurability or alignment.	Objectives are vague, not measurable, or missing.
Pre-assessments	Thoughtfully designed to gauge prior knowledge and inform instruction.	Pre-assessment is present and provides useful information.	Pre-assessment is present but limited in scope or clarity.	No pre-assessment or ineffective in informing instruction.
Assessments (Formative/Summative)	Assessments guide instruction and provide feedback.	Assessments are present and used to adjust instruction.	Some assessments are included but inconsistently used.	Assessments are missing or not used effectively.
Academic Vocabulary / Language (B6, C.A.1a)	Academic vocabulary is explicitly taught and integrated; supports language development.	Academic vocabulary is included and somewhat integrated.	Limited academic vocabulary; not explicitly taught.	Academic vocabulary is missing or not addressed.
Context for Learning (SEP 3G)	Thorough understanding of students' backgrounds, needs, and interests; lesson is tailored accordingly.	General understanding of student context; some differentiation.	Limited understanding of student context; minimal differentiation.	No evidence of consideration for student context.
Background (Theory to Practice)	Strong connection between educational theory and instructional	Some connection between theory and practice; rationale is present.	Weak or unclear connection between theory and practice.	No connection between theory and practice; rationale is missing.



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Category	Exemplary 4	Proficient 3	Developing 2	Beginning 1
	practices; well-justified.			
Instructional Design (SEP A6, D.1.a.)	Instruction is engaging, scaffolded, and differentiated; includes varied techniques.	Instruction is clear and includes some differentiation and engagement.	Instruction is somewhat clear; limited techniques or differentiation.	Instruction lacks clarity, engagement, or differentiation.
Reflection	Deep, thoughtful reflection on lesson effectiveness, student learning, and areas for growth.	Reflection addresses lesson effectiveness and student learning.	Reflection is brief or lacks depth.	No reflection or superficial analysis.

### Required Assessment Components:

- Lesson Plan Documentation: Two complete lesson plans following EDUC rubric format
- Standards Alignment: Clear connection to MN academic standards and cultural standards
- Native American Book Integration: Meaningful use of Native-authored text as central to both lessons
- Reading Skill Focus: Specific reading skill identified and taught in both lessons
- Differentiated Audiences: Evidence of adaptation for different grade levels or student groups
- Implementation Evidence: Documentation that lessons were actually taught to students
- Language Development Analysis: Reflection on how lessons supported spoken, nonverbal, and visual language
- Communication Strategy Explanation: Discussion post detailing specific techniques used and rationale
- Theoretical Connections: Citations from course materials supporting instructional choices
- Reflective Analysis: Thoughtful evaluation of lesson effectiveness and areas for improvement



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### 7. Read-Aloud and Self-Analysis (15 points each, 30 points total)

#### **Purpose:**

To practice effective read-aloud techniques with Native American literature while developing skills in audience awareness, listening techniques, and reflective practice through field experience.

#### **Standards Alignment:**

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge; ZAAGI'IDIWIN – Loving and Caring
- SEP Standards: 3G - Use a student's thinking and experiences as a resource in planning instructional activities; 7F - Use effective listening techniques; A6 - Apply the standards of effective practice through clinical experiences with K-6 students
- Subject Matter Standard: B6 - Develop children's ability to use written, spoken, and visual language to communicate effectively; C.A.1a - Relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking

#### **Assignment Description:**

Points: 15 points each, 30 points total

This semester, we will discuss and practice reading-aloud to others. For this assignment, you will choose 2 Native-authored books for a read-aloud to use in your fieldwork. One read-aloud will be videotaped and shared with the class. You will use video editing software of your choice to edit and prepare your video sharing for the class. You will read two Native American-authored picture books to elementary level students at least twice over the course of the semester as part of your field experience. Each experience must differ in the number of children you read to (e.g., K-2, or 3-5, etc.). You will note the audience and how using a variety of listening and questioning techniques impacts the effectiveness of the reading experience. You will reflect on your first and second lesson experience to demonstrate how your classroom interactions helped to develop children's spoken, nonverbal, and visual language.

#### **Assignment Requirements Checklist:**

Content Requirements:

- Two Native-authored books selected for read-aloud
- Books read to elementary students at least twice during semester
- Different audience sizes/grade levels for each experience (K-2 vs. 3-5)
- Implementation of "before, during, and after" reading techniques
- Use of variety of listening and questioning techniques
- Documentation of audience and technique effectiveness
- Analysis of how interactions developed children's language
- One read-aloud videotaped for class sharing



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- Reflection on both experiences

### Format Requirements:

- Video editing completed for class presentation
- Professional quality video submission
- Written reflection addressing all required components
- Clear documentation of different audiences
- Specific examples of techniques used
- Citations from course text to support technique selection
- Analysis of what worked well and areas for improvement

### Read-Aloud and Self-Analysis Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Book Selection & Preparation (Cultural Standards, B6)	Selects highly appropriate Native-authored books for target audience. Demonstrates thorough preparation and understanding of text.	Selects appropriate books with good preparation and understanding.	Selects somewhat appropriate books with adequate preparation.	Book selection or preparation is inadequate for audience.
Reading Technique Implementation (C.A.1a, SEP 7F)	Expertly implements "before, during, and after" reading techniques with clear rationale. Engages students effectively throughout.	Implements reading techniques competently with student engagement.	Implements basic techniques with some student engagement.	Limited implementation of techniques with minimal engagement.
Audience Awareness & Differentiation (SEP 3G, SEP A6)	Demonstrates sophisticated understanding of audience needs (K-2 vs. 3-5). Adapts approach effectively for different grade levels.	Shows good awareness of audience with some adaptation for grade levels.	Shows basic awareness with limited adaptation.	Shows minimal awareness of audience differences.



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Listening & Communication Skills (SEP 7F, B6)	Uses exemplary listening techniques and communication strategies. Facilitates meaningful student discussion and response.	Uses effective listening and communication with good student interaction.	Uses basic listening and communication skills.	Uses limited listening and communication strategies.
Reflection & Analysis	Provides deep, insightful reflection on experience including what worked well, areas for improvement, and connections to course concepts.	Provides clear reflection addressing key questions with course connections.	Provides basic reflection with some course connections.	Provides minimal reflection with limited analysis.

**Required Assessment Components:**

- Book Selection: Two age-appropriate Native American-authored picture books
- Multiple Implementations: Each book read at least twice to different audiences
- Audience Differentiation: Clear documentation of different grade levels or group sizes
- Reading Technique Application: Evidence of "before, during, and after" reading strategies
- Listening Technique Documentation: Specific examples of listening and questioning techniques used
- Video Documentation: One professionally edited read-aloud video for class sharing
- Student Response Analysis: Documentation of how students responded to different techniques
- Language Development Focus: Analysis of how interactions supported spoken, nonverbal, and visual language
- Comparative Reflection: Thoughtful comparison of effectiveness across different audiences
- Course Connection: Citations from course materials supporting technique choices and analysis

**8. Designing a Phonological Awareness Mini-Lesson (25 points)**

**Purpose:**

To demonstrate understanding of phonological and phonemic awareness development and create developmentally appropriate instruction that supports reading achievement.



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### Standards Alignment:

- Cultural Standard: ZAAGI'IDIWIN – Loving and Caring
- SEP Standards: 7F - Use effective listening techniques
- Subject Matter Standard: C.A.2 - Phonological and phonemic awareness, including: (a) The phonemes that make up the English language; (b) Ways reading achievement relates to phonological and phonemic awareness; (c) The instructional progression of phonological awareness; C.2.a.b.c. - Appropriate instruction in auditory awareness, discrimination of sounds, phonemic awareness, and word awareness. D.1.a.b.c. knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.

### Assignment Description:

Points: 25 points

Objective: Demonstrate understanding of phonological and phonemic awareness by designing a developmentally appropriate mini-lesson for early elementary students.

Instructions:

1. Select each focus area: Choose each phonological awareness skills: Word boundaries, Rhyming, Syllable segmentation, Onset-rime blending, Phoneme blending, segmenting, substitution, or deletion
2. Lesson Plan Components (1–2 pages):
  - Grade Level: Choose a K–2 grade level
  - Learning Objective: Write a clear, measurable objective using each of the focus areas above
  - Materials Needed: List any books, visuals, manipulatives, or digital tools
  - Instructional Steps: Describe how you will introduce, model, and guide practice of the skill
  - Assessment: Include a brief formative assessment to check understanding
3. Reflection (½ page):
  - Explain how your lesson fits into the instructional progression of phonological awareness
  - Describe how this skill supports reading achievement

### Assignment Requirements Checklist:

Content Requirements:

- Focus on specific phonological awareness skills (word boundaries, rhyming, syllables, onset-rime, phonemes)



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- Appropriate for K-2 grade level
- Clear, measurable learning objective
- Complete materials list (books, visuals, manipulatives, digital tools)
- Detailed instructional steps (introduce, model, guided practice)
- Formative assessment to check understanding
- Reflection on instructional progression
- Connection to reading achievement explained

### Format Requirements:

- 1-2 pages for lesson plan components
- ½ page reflection
- Professional lesson plan format
- Clear organization and presentation
- Proper grammar and mechanics
- Citations from course materials in reflection

### Phonological Awareness Mini-Lesson Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Learning Objectives (C.A.2)	Objectives are clear, measurable, and developmentally appropriate for K-2. Addresses all focus areas (word boundaries, rhyming, syllables, onset-rime, phonemes).	Objectives are clear and measurable, addressing most focus areas appropriately.	Objectives are somewhat clear, addressing some focus areas.	Objectives are unclear or inappropriate for grade level.
Instructional Design (C.d.1, SEP 7F)	Lesson is expertly designed with engaging introduction, clear modeling, guided practice, and independent practice. Includes appropriate scaffolding.	Lesson is well-designed with most components clearly structured.	Lesson includes basic components with some structure.	Lesson lacks clear structure or appropriate components.
Materials & Resources	Thoughtfully selects diverse, engaging materials including books, visuals,	Selects appropriate materials that	Selects basic materials with	Materials are inappropriate or



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
	and manipulatives that support learning objectives.	support most objectives.	some alignment to objectives.	poorly aligned to objectives.
Assessment Strategy	Includes sophisticated formative assessment that effectively measures student understanding and informs instruction.	Includes clear formative assessment aligned to objectives.	Includes basic assessment with some alignment.	Assessment is unclear or not aligned to objectives.
Theoretical Understanding (C.A.2)	Reflection demonstrates deep understanding of phonological awareness progression and its connection to reading achievement. Cites course materials effectively.	Reflection shows good understanding with some course connections.	Reflection shows basic understanding with limited connections.	Reflection shows minimal understanding of concepts.

### Required Assessment Components:

- Skill Focus: Clear identification of specific phonological awareness skill(s) being taught
- Grade-Level Appropriateness: Evidence that lesson is designed for K-2 developmental level
- Measurable Objectives: Learning objectives that are specific, measurable, and achievable
- Complete Materials List: Detailed inventory of all resources needed for lesson implementation
- Instructional Sequence: Step-by-step lesson plan including introduction, modeling, guided practice, and independent practice
- Formative Assessment: Specific strategy for checking student understanding during or immediately after lesson
- Theoretical Foundation: Reflection demonstrating understanding of phonological awareness development
- Reading Connection: Clear explanation of how the targeted skill supports overall reading achievement
- Professional Presentation: Well-organized, error-free document following professional lesson plan format



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### 9. Final Theme Paper (40 points)

#### **Purpose:**

To synthesize course learning by implementing critical literacy approaches in elementary education, demonstrating understanding of anti-bias/anti-racist methods and their role in creating socially-just classrooms.

#### **Standards Alignment:**

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge; ZOONGIDE'EWIN – Strong Hearted; ZAAGI'IDIWIN – Loving and Caring
- SEP Standards: A6 - Apply the standards of effective practice through clinical experiences; 3G - Use a student's thinking and experiences as a resource in planning instruction; 7F - Use effective listening techniques; 7H - Use effective communication strategies
- Subject Matter Standard: B6 - Develop children's ability to use written, spoken, and visual language; B7 - Know children's and young adolescents' literature representing a variety of genres; B8 - Know how to use books and other printed sources to develop children's personal growth and lifelong learning; C.A.6 - Comprehension processes related to reading; C.A.7 - Content-area literacy; C.A.8 - Literary response and analysis; C.B.d.1 - Applying a variety of reading comprehension strategies

#### **Assignment Description:**

Points: 40 points

Implementing Critical Literacy in Elementary Education: For this project, you will choose a relevant critical literacy/literature theme for use in an Elementary classroom. Following approval of your theme proposal, you will choose four children's books that complement that theme and complete a compare/contrast graphic analysis organizer with comparative information about each of the books. Your analysis will include a synthesis of: course videos, textbooks and (critical literacy) scholarly literature from the course to highlight the importance of implementing critical texts in the K-6 classroom. Describe how anti-bias/anti-racist methods support a socially-just classroom.

#### **Assignment Requirements Checklist:**

Content Requirements:

- Relevant critical literacy/literature theme selected and approved
- Four children's books that complement the theme
- Compare/contrast graphic analysis organizer completed
- Synthesis of course videos, textbooks, and scholarly literature
- Analysis of importance of implementing critical texts in K-6 classroom
- Description of how anti-bias/anti-racist methods support socially-just classroom



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- Multiple perspectives on children's literature addressed
- Integration of Indigenous ELA standards

### Format Requirements:

- Four pages (not including cover page and references)
- APA format throughout
- Double-spaced
- 1-inch margins
- 12-point Times New Roman font
- Cover page included
- Reference page included
- Submitted via drop box
- Professional academic writing style

### Final Theme Paper Rubric (Adapted from AACU VALUE Rubrics - from syllabus)

Criteria	Capstone Level 7	Milestones Achieved 5	Adequate Goal 4	Benchmark 3
1. Context of and Purpose for Writing (SEP 7H, B6)	Writing demonstrates thorough understanding of context, audience, and purpose in a manner that is both responsive to the assigned task(s) and focuses all elements of the work meaningfully to achieve the goals of the assignment. All elements of supporting phonemic/phonological awareness, vocabulary acquisition, and comprehension present.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, or purpose, and to the assigned tasks(s)
2. Content Development (B7, B8, C.A.6-8, Cultural Standards)	Conveys a strong understanding of content with accurate, relevant interpretations, and use of	Uses appropriate and relevant content to develop and explore ideas through most of the work. Some	Shares an understanding of content but may not be in own words to convey personal	Demonstrates minimal understanding of content with limited



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Criteria	Capstone Level 7	Milestones Achieved 5	Adequate Goal 4	Benchmark 3
	varied critical ideas within the context of the discipline.	content may not be ideal, current, or well-established within the work.	understanding and/or might not be current or relevant or clear.	development of ideas.
3. Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
4. Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. APA is meticulously followed.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. APA is followed with some small errors.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. APA is followed though there is some room for growth.	Demonstrates an attempt to use sources to support ideas in the writing. APA is not followed clearly and/or significant room for growth.
5. Control of Syntax and Mechanics (SEP 7H)	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. The piece flows logically and makes the writing enjoyable to read.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. Some	Uses language that sometimes impedes meaning because of errors in usage. Confusion in flow.



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Criteria	Capstone Level 7	Milestones Achieved 5	Adequate Goal 4	Benchmark 3
		errors. The piece flows well overall.	errors in flow may be there.	

### Required Assessment Components:

- Theme Selection: Approved critical literacy theme relevant to elementary education
- Book Selection: Four children's books that meaningfully connect to the chosen theme
- Comparative Analysis: Completed graphic organizer comparing and contrasting the four selected books
- Literature Synthesis: Integration of course videos, textbooks, and scholarly literature
- Critical Literacy Focus: Clear explanation of importance of implementing critical texts in K-6 classrooms
- Social Justice Connection: Detailed description of how anti-bias/anti-racist methods support socially-just classrooms
- Multiple Perspectives: Evidence of understanding diverse viewpoints on children's literature
- Indigenous Standards Integration: Incorporation of Native American ELA standards and perspectives
- Academic Writing: Professional, error-free writing following APA format requirements
- Source Documentation: Proper citation of all course materials and scholarly sources used

### 10. Dyslexia Overview Video Assignment (Integrated with Field Experience)

#### Purpose:

To develop understanding of dyslexia and communicate this knowledge effectively to families, using student thinking and experiences as resources for planning instruction.

#### Standards Alignment:

- Cultural Standard: ZAAGI'IDIWIN – Loving and Caring
- SEP Standards: 3G - Use a student's thinking and experiences as a resource in planning instruction
- Subject Matter Standard: Dyslexia Standard 1 - The nature and symptoms of dyslexia

#### Assignment Description:

Points: Integrated with field experience assignments



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Watch and read: Lecture/video on 1) the nature and symptoms of dyslexia; and The Dyslexia Toolkit pp1-20. Focus: use a student's thinking and experiences as a resource in planning instruction; Prepare in a short video and share a five-minute overview for a family member of an elementary student of the nature and symptoms of dyslexia.

### Assignment Requirements Checklist:

#### Content Requirements:

- Watch required lecture/video on dyslexia
- Read The Dyslexia Toolkit pp. 1-20
- Demonstrate understanding of nature and symptoms of dyslexia
- Create family-friendly overview
- Include practical information for families
- Use student thinking and experiences as resource for planning
- Address how to support children with dyslexia

#### Format Requirements:

- 5-minute video length
- Clear audio and visual quality
- Professional presentation
- Appropriate language for family audience
- Well-organized content
- Engaging delivery style
- Accessible to non-educators

### Dyslexia Overview Video Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Content Accuracy (Dyslexia Standard 1)	Demonstrates comprehensive understanding of dyslexia nature and symptoms. Information is accurate and current.	Shows good understanding with mostly accurate information.	Shows basic understanding with some inaccuracies.	Shows limited understanding with significant gaps.
Family-Friendly Communication	Presents information in clear, accessible language appropriate for	Presents information clearly with mostly	Presents information with	Information is unclear or



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
(Cultural Standards)	families. Uses engaging, supportive tone.	appropriate language.	some clarity issues.	inappropriate for audience.
Video Quality & Organization	Video is well-organized, professionally presented, and meets 5-minute requirement. Clear audio and visual elements.	Video is organized and meets requirements with good quality.	Video meets basic requirements with adequate quality.	Video does not meet requirements or has poor quality.
Practical Application (SEP 3G)	Provides practical, actionable information for families supporting children with dyslexia.	Provides some practical information for families.	Provides limited practical application.	Provides minimal practical value for families.

### Required Assessment Components:

- **Content Mastery:** Accurate understanding of dyslexia nature and symptoms based on required readings
- **Family-Centered Approach:** Information presented in accessible, non-technical language for parents/caregivers
- **Practical Strategies:** Specific, actionable suggestions for supporting children with dyslexia at home
- **Student-Centered Focus:** Evidence of using student thinking and experiences to inform instructional planning
- **Professional Presentation:** High-quality video with clear audio, appropriate pacing, and engaging delivery
- **Time Management:** Content organized to fit within 5-minute requirement while covering essential information
- **Supportive Tone:** Encouraging, empowering message that builds family confidence in supporting their child

### 11. Phonics Quiz (Pass with 80% or above)

#### Purpose:

To demonstrate mastery of phonics and word identification strategies essential for effective reading instruction.



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### Standards Alignment:

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge
- SEP Standards: None specifically listed
- Subject Matter Standard: C.A.4 - Phonics and other word identification strategies and fluency, including: (a) Systematic, explicit phonics instruction; (b) Word identification strategies and sight words; (c) Stages of spelling development; (d) Etymology and morphology of words; (e) Development of reading fluency; C.A.5 - Knowledge of how to develop vocabulary knowledge; C.B.d.1 - Teaching of phonics, sight words, spelling, and fluency

### Assignment Description:

Points: Must pass with 80% or above

Complete the "Phonics and other word identification strategies and fluency" quiz and pass with at least 80%. This assessment covers systematic, explicit phonics instruction, word identification strategies, spelling development stages, etymology and morphology, reading fluency development, and vocabulary knowledge.

### Assignment Requirements Checklist:

#### Content Requirements:

- Demonstrate knowledge of systematic, explicit phonics instruction
- Understand word identification strategies and sight words
- Know stages of spelling development
- Understand etymology and morphology relationships
- Comprehend reading fluency development
- Show knowledge of vocabulary development
- Achieve minimum 80% score

#### Format Requirements:

- Complete quiz within designated time frame
- Follow all quiz instructions
- Submit by deadline
- Retake if necessary to achieve 80% minimum

### Required Assessment Components:

- Phonics Knowledge: Understanding of systematic, explicit phonics instruction principles
- Word Identification: Knowledge of strategies for teaching word recognition and sight words



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- Spelling Development: Understanding of developmental stages in spelling acquisition
- Etymology and Morphology: Knowledge of how word origins and structure relate to reading
- Fluency Understanding: Comprehension of reading fluency development and instruction
- Vocabulary Knowledge: Understanding of vocabulary development and instruction methods
- Mastery Level: Achievement of minimum 80% score demonstrating competency in all areas

### Course Schedule:

Module And Topic	Learning Opportunity and Activity	Assignment and Assessment	SEP Standard Content Standard
1 Aug 25  <b>Zoom synchronous class Monday 6:15-7:15 pm</b>  Who are we? Creating our classroom community  The Science of Reading  Diversity in Children, Language, and Literacy Now	Course overview  Using effective listening techniques: Who are we as a classroom community?  Read <i>My Powerful Hair</i> (Carol Lindstrom)  Lecture and sharing knowledge: Genres in Children’s literature  Main course text: <i>Teaching Reading in the 21st Century</i> Ch 1: Reading and  Learning to read. (Intro to additional content such as article for this week).  <a href="#">What is the Science of Reading? For Parents and Teachers</a>	Discuss in class: nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction  Discussion in class: children's and young adolescents' literature representing a variety of genres.  In class we listened to "My Powerful Hair" and practiced with a Before (p. 54) and During (p. 74) reading activity.  Using our "Reading Strategies Book".  <hr/> Assessment: Exit Ticket – List ways of effective listening techniques from class  Post on D2L discussion about your understanding of the genres in children’s literature and the Science of Reading.	SEP: 7F;  SM: B7
2  <b>Labor Day Sept 1 asynchronous class</b>  Introduction to Critical Literacies;	Read: Callow (2017). <u>“Nobody Spoke Like I Did”</u> : Picture Books, Critical Literacy, and Global Contexts. <i>Reading Teacher</i> , September 2017, Vol.71(2), pp.231-237  Teaching Reading in the 21st Century: ch 2 Reading Instruction	D2L posting: Share an excerpt of your Literacy Autobiography essay  <hr/> Assessments:  Post on D2L: What is the	SEP: 7H; SM B6; C.1.a



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<p>Racial Identity Development and Literacy Teaching -- Examining Privilege and Power in Literature.</p>	<p>Lecture, small group discussion: How Do I Use a Book with Elementary students (select two activities from the Teaching Reading course text ch 2)?</p> <p>What is the relationship among reading, writing and oral languages?</p> <p>Watch: Critical Literacy: Using Picture Books to Read the World (video 19 min)</p>	<p>Interdependent nature of writing, listening and speaking? How does this promote reading proficiency? Respond to at least 2 other posts</p> <p>Essay: Literacy Autobiography including personal knowledge how to use books and other printed sources to develop children's personal growth and lifelong learning. Demonstrate, through writing, how to convey your ideas and information. Include four questions for the reader.</p>	
<p>3 Sept 8 Zoom synchronous class Monday 6:15pm Developmentally Appropriate Practices (DAP); and Social Equity Literacy Teaching Intro to Dyslexia</p>	<p>Watch and read: Lecture/video on 1) the nature and symptoms of dyslexia; and <a href="#">The Dyslexia Toolkit</a> pp1-20) Visit the <a href="#">PELSB website for SEPS</a> overview Watch: Gender Bias in Children's Books (video 4:22 min)</p> <p>Review Picture This: Diversity in Children's Literature (research study website) Read: Huyck, David, Sarah Park Dahlen, Molly Beth Griffin. (2016 September 14). Diversity in Children's Books 2015 infographic. <a href="#">sarahpark.com</a> blog.</p>	<p>In class small group discussions and share outs Venn diagrams of SEPS</p> <hr/> <p>Assessment:</p> <p>Post on D2L following the prompt: Using The Diversity in Children's Book graphic, share your knowledge of children's need for a range of representations in books. Respond to at least 2 other posts:</p> <p>Focus: use a student's thinking and experiences as a resource in planning instruction; Prepare in a short video and share a five-minute overview for a family member of an elementary student of the nature and symptoms of dyslexia;</p> <p>TC will write in the online discussion boards (assessed with a rubric), and discuss in class, what they reflected on the observation field experience and note listening skills that the teacher used and note what they will use in their own classrooms. TC will also note any</p>	<p>SEP: 7F; SM: A6; B7</p> <p>Dyslexia 1</p>



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		relationships, or connections observed between reading, oral language, and listening that may help to promote reading comprehension. Then TC will specify a 'before, during and after' reading technique they would choose to use in their classroom and explain why (using citations from the Reading in the 21 <sup>st</sup> Century course text.)	
4 Sept 16  Phonemic Awareness Different Doesn't Mean Deficit	<p><b>Watch:</b> video lecture on <i>Guide for Selecting Anti-Bias Children's Books</i> (Social Justice Books: A Teaching for Change Project website) Teaching Reading in the 21st Century: ch 4 (Organizing Instruction) Phonemic Awareness &amp; Chpt 7 Emergent literacy and the phonemes.</p> <p>(continued from Module 3): <i>Picture This: Diversity in Children's Literature</i> (research study website) Review: Huyck, David, Sarah Park Dahlen, Molly Beth Griffin. (2016 September 14). Diversity in Children's Books 2015 infographic. <a href="http://sarahpark.com">sarahpark.com</a> blog.</p>	<p>Select 2 Native-authored book for read aloud practice in week 5 and week 6 during fieldwork</p> <hr/> <p>Assessments:</p> <p>Post on DB following the prompt: Reread your Module 3 postings and expand using three citations from the course materials on phonemic awareness and the 44 phonemes. Respond to at least 2 other posts;</p> <p>Field work</p> <p>TC will explain and give examples in an essay of the Subpart 3, standard 2, B.7 through the reading book log assignment (mid and final) check-ins and discussions throughout the semester check students' comprehension and knowledge of children's and young adolescents' literature representing a variety of genres (assessed with the essay rubric).</p>	<p>SM: B7</p> <p>C.A 2 a, b, c; C.A. 4. a, b, c, d, e</p>
5 Sept 23 Beyond Heroes and Holidays: The	<p>Watch: <a href="#">Choosing Books and Reading Aloud to Children</a> (video 9 min)</p> <p>Watch lecture: Practice analyzing 1 Native-authored book in class</p>	<p>Select 1 Native-authored book for read aloud in fieldwork (and use for the journal reflection for this module)</p>	<p>SEP: 7H SM: B7</p>



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<p>Complexity and Relevance of Choosing Culturally Diverse Texts</p>		<p>Assessments: Post on DB following the prompt: Share how to use books and other printed sources to develop children's personal growth and lifelong learning. Respond via one question to at least 2 other posts</p> <p>Journal reflection in D2L: share your 1 Native-authored book for read aloud practice in K6 fieldwork (why did you select this book?)</p>	
<p>6 Sept 30 Phonics  Children as Heroes and DAP</p>	<p>Teaching Reading in the 21st Century: ch 4: Organizing Instruction: Phonics (pp. 85-107) Watch video: <a href="#">How Do I Use a Book with Elementary students</a> -Part II? Practice analyzing 2<sup>nd</sup> Native-authored book with partner. Share with each other how you might convey these ideas and information (in addition to asking questions). The TC will specifically practice a 'before, during and after' reading technique they would choose to use in their classroom and explain why (using citations from the main textbook, Teaching Reading in the 21st Century, then they selected those specific techniques.</p>	<p>Select 2nd Native-authored book for read aloud in fieldwork (and use for the journal reflection for this module)</p> <p>Assessments:  Post on DB following the prompt. Respond to at least 2 other posts. Focus: Use effective listening technique and relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency</p> <p>Journal reflection in D2L: share your 2nd Native-authored book for read aloud practice in K6 fieldwork (why did you select this book to support phonics)?</p> <p>Select 2<sup>nd</sup> Native-authored book for read aloud practice with explicit phonics instruction – journal reflection</p>	<p>SEP: 7H; SM: C.1.a C.A. 2 a., b., c C.A. 4. a, b, c, d, e</p>
<p>7 Oct 7 <b>Zoom synchronous class Monday 4:30-5:45pm</b></p>	<p>Teaching Reading in the 21st Century: ch 8 Word Recognition and ch 9 Fluency and Independent Reading pp 270-285(and review ch 4 on Phonics)  Read: Quigley, D. (2016).</p>	<p>Book log assignment (books 1-5 WIP due)</p> <p>Assessments: Midterm book log check-in (submit 10 completed book log entries): Using effective communication strategies in</p>	<p>SEP: 3G; 7H SM: C.A.4. a, b, c,d,e</p>



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<p>Using literature as an Instrument for Social Change Phonics and other word identification techniques quiz</p>	<p>Silenced: Voices Taken from American Indian Characters in Children’s Literature. <i>The American Indian Quarterly</i>, 40</p> <p>In class discussion: use a student's thinking and experiences as a resource in planning instruction</p>	<p>conveying ideas and information and in asking questions;</p> <p>TC will be assessed in the mid-term and final book log project (assessed with a rubric) on their ability to demonstrate effective communication in conveying their ideas, summarizing literary information, and asking questions to engage one another. Students will also analyze a peer’s literacy book log.</p> <p>TC will analyze a text suitable for elementary students of their choosing in pairs or small groups, applying critical literacy as a method to promote anti-bias/anti-racist education. The TC will emphasize research-based literacy theories and best practices</p> <p>Exit ticket: How will you use a student's thinking and experiences as a resource in planning instruction in your field experience to include: encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.</p> <p>“Phonics and other word identification techniques and fluency” quiz and pass with at least 80%</p>	<p>C.A. 4. a, b, c, d, e C.A.5. a, b, c C.d.1 (a, b, c, d)</p>
<p>8 Oct 14 Using Critical Literacies to Read and Interpret Texts</p>	<p>Engage with Debbie Reese’s <a href="#"><i>American Indian Children’s blog</i></a>; read 1 of her book analysis and comment in Discussion</p>	<p>Book log assignment (books 5-6 WIP due)</p> <p>Assessments: Post on D2L following the prompt: After engaging with <i>Indian Debbie Reese’s American Children’s blog</i> and reading 1 of her book reviews, share your insights.</p> <p>Respond to at least 2 other posts,</p>	<p>SEP: B7; 7H SM C.A.6 a, b, c C.A.7. a, b</p>



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		<p>including one question to peers.</p> <p>Focus: Encouraging K6 discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking</p>	<p>C.B.d.1 (a, b, c, d)</p>
<p>9 Oct 21 Reading Fluency Using Critical Literacies to Assess, Evaluate and Select Texts</p>	<p>Teaching Reading in the 21st Century: ch 9 Fluency and Independent Reading pp 273-288</p> <p><b>Watch:</b></p> <p>1. Introductory lecture on D2L: Critical Literacies to Assess, Evaluating texts</p> <p>2. Various multimedia links to current and local literacy topics</p>	<p>Select and analyze 2 Native-authored books for elementary school students. (but will begin this week with 1 book and share your work in the Discussion post)</p> <p>Native American material assessment &amp; write-up: Among the most critical activities you will engage in as a teacher of literacy are assessments and evaluations of curriculum. You will start this process by using the course evaluation and assessment tools in D2L. You will complete the material assessment, analyze the results, support text structure and features, and then write up the assessment procedures, context, your analysis, and a reflection on the process focusing on how this book supports fluency. Critically evaluate two Native American texts.</p> <hr/> <p>Assessments: Post on DB following the prompt: Share your field experiences (what went well, what would you do differently, etc?) Respond to at least 2 other posts</p> <p>Native American material Assessment &amp; Memo assignment to including use of written, spoken, and visual language to communicate effectively with a variety of audiences and for different purpose;</p> <p><b>Field work</b></p>	<p>SEP: B6; B7 SM: C.A. 4. a, b, c, d, e</p> <p>SM: C.d.1 (a, b, c, d)</p>



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		TC will model how to: select a text excerpt and illustration to communicate understanding of the main idea; share an oral telling of the story and a written version, K6 students will create a Venn diagram comparing and contrasting both oral telling of the story and a written version;	
10 Oct 28 Developmentally Appropriate (DAP) Practice in literacy/Elementary Education	<b>Watch:</b> 1. Introductory lecture on D2L: DAP and using books and printed sources for children’s personal growth and lifelong learning 2. Various multimedia links to current and local literacy topics in <a href="#">The Reading Teacher</a>	Upload a 2-paragraph summary of a family-friendly summary of how to use DAP with literature in the home.  Assessments: Post on DB following the prompt. Respond to at least 2 other posts focused on use of effective listening techniques.  Complete the <b>Designing a Phonological Awareness Mini-Lesson</b>	SEP: 7F; SM: B8 C.1.a.2
11 Nov 4 <b>Zoom synchronous class Monday 4:30-5:45pm</b> Weaving DAP, Ojibwe in Literacies in ELA (cont.) and Comprehension	Continued; Engage with Debbie Reese’s <a href="#">American Indian Children’s</a> blog; read a 2nd of her book analysis for in-class discussion  Teaching Reading in the 21st Century: ch 11 Comprehending Text  In-class discussion: How do you see the SEPS inked to <a href="#">Debbie Reece’s American Indian in Children’s Literature</a> website?	Assignment: In class small group discussions and share outs; Venn diagrams of SEPS and Native American literature  Assessments: <b>Field work</b> Teacher Candidates (TC) will understand and apply in field work through reading two Native American-authored picture books to elementary level students at least twice over the course of the semester as part of their field experience. Each experience must differ in the number of children they read to (e.g., K-2, or 3-5, etc.). TC will write in journaling assignments the audience and how using a variety of listening and questioning techniques	SEP: 7H SM A6 C.A.6 a, b, c C.A.7. a, b



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		<p>impacts the effectiveness of the reading experience by having K6 students turn and talk to share thoughts on each book, use question stems to ask each other question from the 21<sup>st</sup> Century textbook to support comprehension of the text(e.g, What did you think about...Do you have a connection to this story, etc.) ‘.</p> <p>TC will create, modify, and teach two mini-lessons to students. The lesson plans (assessed with lesson plan rubric) include a reading skill, selected by the TC, to pair with the Native-authored book.</p> <p>TC will reflect on their first and second lesson experience to demonstrate how their classroom interactions helped to develop children’s spoken, nonverbal, and visual language. TC must write in a discussion post about what they did to encourage effective communication with the varying audience for each field and explain why they selected those specific techniques (assessed with essay rubric).</p> <p>Mini literacy lesson on one Native American book (from book log) Post midterm review: Use effective communication strategies in conveying ideas and information and in asking questions continuously to support Comprehension.</p>	
<p>12 Nov 11 Bridging Literature and Equity</p>	<p>Read; <i>Moses’s Critical Literacy and Social Justice in an Urban Kindergarten</i>” (Wood, 2005</p>	<p>Assignment: Begin work on final theme paper, including knowing children's and young adolescents' literature representing a variety of genres.</p>	<p>SM: B7 C.A.6 a, b, c</p>



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		Upload your 1-page summary of the book log work.	C.A.7. a, b
		Assessments:  D2L exit ticket: share an outline of your WIP final theme paper	
13 Nov 18 Organizing and Adjusting Developmentally Appropriate Learning in Assessing Literacies	Read: Dickinson, D. (2002). Shifting Images of Developmentally Appropriate Practice as Seen Through Different Lenses. <i>Educational Researcher</i> , 31(1), <b>ONLY read pages 26-29.</b> Teaching Reading in the 21st Century: ch 5 Classroom Assessment in Reading	Assignment: Book Log project (books 11-20) Assessments: In D2L; Outline of final paper including know children's and young adolescents' literature representing a variety of genre in assessing the reading techniques of the semester.	SM: B7  C.d.1 (a, b, c, d)
14 Nov 25 Promoting Critical Literacies in K6: A Call to Action with Connecting Home and Families	<b>Read</b> Teaching Reading in the 21st Century: ch 3 Motivation and Engagement <b>Watch:</b> <b>1.</b> Introductory lecture on D2L. <b>2.</b> Various multimedia links on current and local literacy topics	Continue with Book Log (21-25) Assessments:  Post on DB following the prompt: How did you use the SEPS to create your minilesson in field work?  Respond to at least 2 other posts  Continue work on final theme paper and final book log including know children's and young adolescents' literature representing a variety of genres. Include a letter home offering techniques to engage students in literacy.	SM: A6; B7 C.d.1 (a, b, c, d)
15 Dec 2 <b>Zoom synchronous class Monday 4:30-5:45pm</b>  Celebrate Children's Books!	In class we will share our favorite children's books from our Book Log assignment.	All assignments due Assessments:  Due: final theme paper and final book log;	SEP: 3G 7F 7G SM: A6; B6; B7; B8 C.d.1 .a, b, c, d



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## Requirements and Points:

To meet the program requirements, students must pass the course with 70% or above.

Grade	%	Points
A	100-90	321-356
B	89-80	285-320
C	79-70	250-284
D	69-60	213-249

## FDLTCC required statements:

### 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 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



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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.

### **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.

**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.



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## 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.

### Cultural Standards Woven Together with Professional Outcomes

The unit has adopted the cultural standards of the WINHEC accredited American Indian Programs and adapted them to meet the specific needs of the education unit. Professional outcomes were developed from the cultural standards. Both the cultural standards and the professional outcomes flow from the unit's vision and mission to provide a unique perspective on teaching and learning. The cultural standards and professional outcomes direct the unit's thinking, planning, actions, and initiatives (see figure 1).

### 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.

- *Reflective Collaboration*: Uses insights and inspiration of others to improve practice and can occur in:
  - Professional Learning Communities
  - Mentoring Programs
  - Peer Observations



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- 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.



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- 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.

### 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 of Effective Practice (SEP) and/or Content Standards**

#### **SEP:** *8710.2000 Standards of Effective Practice*

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;

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:



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7F. use effective listening techniques;

7H. use effective communication strategies in -conveying ideas and information and in asking questions;

### **Content Standards:** 8710.3200 *Elementary Education*

A. teacher of children in kindergarten through grade 6 must:

(6) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models;

B. teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

- (6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;
- (7) know children's and young adolescents' literature representing a variety of genre;
- (8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

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

- (1) oral and written language development, including:
  - (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;
- (2) phonological and phonemic awareness, including:
  - (a) the phonemes that make up the English language;
  - (b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and
  - (c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;
- (4) phonics and other word identification strategies and fluency, including:
  - (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;



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- (b) word identification strategies and common, irregular sight words;
  - (c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;
  - (d) how the etymology and morphology of words relate to orthographic patterns in English; and
  - (e) the development of reading fluency;
- (5) knowledge of how to develop vocabulary knowledge, including:
- (a) understanding the critical role vocabulary knowledge plays in reading;
  - (b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and
  - (c) how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary
- 6) comprehension processes related to reading, including:
- (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;
  - (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
  - (c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;
- (7) content-area literacy, including:
- (a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and
  - (b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;
- (8) literary response and analysis, including:
- (b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and
- 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:
- (1) appropriate, motivating instruction, both explicit and implicit, in:
- (a) oral language development;
  - (b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;
  - (c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and
  - (d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;



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## **Dyslexia**

1) the nature and symptoms of dyslexia;

Apply teaching reading related to the developmental stages of language address: (1) the nature and symptoms of dyslexia;



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### Resources

Native American-authored books (reserved in the FDLTCC library for Elementary Education courses)

Hart Paulson Lucy, Moats Louisa C. (2018). *LETRS Early Childhood*. LEXIA

Quigley, Dawn. "Silenced: Voices Taken from American Indian Characters in Children's Literature." *The American Indian Quarterly*, vol. 40 no. 4, 2016, p. 364-378.

Dickinson, D. (2002). Shifting Images of Developmentally Appropriate Practice as Seen Through Different Lenses. *Educational Researcher*, 31(1), **ONLY read pages 26-29**.

Callow (2017). "Nobody Spoke Like I Did": Picture Books, Critical Literacy, and Global Contexts. *Reading Teacher*, September 2017, Vol.71(2), pp.231-237

Huyck, David, Sarah Park Dahlen, Molly Beth Griffin. (2016 September 14). Diversity in Children's Books 2015 infographic. *sarahpark.com* blog.

Moses's Critical Literacy and Social Justice in an Urban Kindergarten" (Wood, 2005)

Labadie, Wetzel and Rogers (2012). Opening Spaces for Critical Literacy: Introducing Books to Young Readers. *The Reading Teacher*. Vol. 66, No. 2 (October 2012), pp. 117-127

Reese, Debbie. *American Indian Children's Literature*. *Americanindianchildrensliterature.blogspot.org*, 2021