



Fond du Lac Tribal and Community College
Elementary Education Program



Course Number: 3105

Course Title: Performance Assessment for Teacher Candidates

Faculty Name: Sara Montgomery

MTC Goal Area: _____

- Credits: 2 Pre-requisites: _____ Co-requisites: EDU 3101 Language Arts Methods II

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

Field Experience/Student Teaching? Yes: _____ Number of hours/weeks: _____ No: _____

Course Description:

This course focuses on teacher candidate performance assessment. The Professional Licensing and Standards Board (PELSB) requires initial licensure candidates to complete a board-adopted teacher performance assessment. The performance assessment is designed with a focus on the teaching cycle, student learning, and assessment.

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

- Student Handbooks
- Performance Assessment Guides

Learning Outcomes

- Demonstrate knowledge of subject matter, content standards, and subject-specific Pedagogy.
- Develop and apply knowledge of varied students' needs
- Incorporate research and theory about how students learn into their performance assessment
- Reflect on and analyze evidence of the effects of instruction on student learning
- Demonstrate understanding of teaching and student learning in authentic ways.
- Create culturally competent instructional strategies based on information gained from this course

Cultural Standards:



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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>1. GIKENDAASOWIN – Knowing Knowledge To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.</p> <p><u>Disposition: Integrates Content and Pedagogical Knowledge</u> 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"> • <i>Technology</i>: Use technology effectively to improve student learning. • <i>Theory to Practice</i>: Applies current theory, research, and best practices to improve one’s professional practice as a teacher. • <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. • <i>Reflective Practice</i>: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction. <p><u>Professional Outcome: Content and Pedagogical Knowledge</u> To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.</p>	<p>Write and present a cultural lesson with reading or math standards to a small group of peers. Apply theory to research and prepared with critical thinking and reflective practice as components of the lesson.</p> <p>Demonstrate a reflective practice of their lesson to the small group and respond with commentary with the edTPA.</p>	<p>Presentation to small group will demonstrate content and cultural knowledge and subject specific pedagogy.</p> <p>The research and theory as a component of Indigenous pedagogy in the lesson, will also include edTPA commentary that demonstrates the evidence of student work of critical thinking and reflective practice in the lesson and assessment.</p>
<p>4. 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.</p> <p><u>Disposition: Ethical Behavior</u> 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"> • Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community. 	<p>Develop and apply knowledge of varied students’ needs.</p> <p>Develop a cultural edTPA lesson plan that is inclusive of the demographics of all students and those with needs. Describe how the needs of ALL students will be met in the planning throughout the lesson.</p>	<p>Complete lesson plan assessment of ALL students that are culturally responsive to the demographics of the classroom.</p>



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<ul style="list-style-type: none"> 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). <p><u>Professional Outcome:</u> Ethical Practitioner</p> <ul style="list-style-type: none"> To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs. 		
<p>7. ZHAWENINDIWIN – Compassion</p> <p>To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.</p> <p><u>Disposition:</u> Life-long Learner</p> <p>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.</p> <ul style="list-style-type: none"> 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. <p><u>Professional Outcome:</u> Generation of New Knowledge</p> <ul style="list-style-type: none"> To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values. 	<p>Demonstrate understanding of teaching and student learning in culturally authentic ways.</p> <p>Use of video taping of lessons that demonstrates ability of inclusiveness in the classroom.</p>	<p>Students will review the video alone and then will be assessed with the instructor of the commentaries. Students will then have the opportunity to improve culturally authentic ways of teaching strategies.</p>

Minnesota Professional Education License and Standards Board Standards (MN PELSB) listed at the end of the syllabus. (Insert more rows as needed.)**



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Course Requirements & Assessment descriptions:

- | | |
|---------------------------------|------------|
| 1. Complete Task 1 | -50 |
| 2. Complete Task 2 | -50 |
| 3. Complete Task 3 | -50 |
| 4. Complete task 4 | -50 |
| 5. Present your Lesson to class | 100 |
| Total | 300 |

Requirements and Points:

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

Grade	%	Points
A	100-90	270-300
B	89-80	240-269
C	79-70	210-239
D	69-60	180-209

Course Schedule: Please attach the course schedule/outline

Module	Date	Class Activity-Topic	Assignment: Due
Module 1 & 2	May 31	Task 1-Content for Learning	June 5-Midnight. Choose 3 Lesson Plans. Use the Lesson Plan Complete Context for learning
Module 3 & 4	June 6	Task 2 Instructing and Engaging students in Learning	Write first lesson plan Complete: Planning commentary
Module 5 & 6	June 13	Task 3: Assessing student learning	Begin writing second lesson plan
Module 7 & 8	June 20-21-22	Video sessions at FDLTCC & lessons	Prepare task 3 with rewrites.
Module 9 & 10	June 27	Task 4 Math with Literacy overview	Review videos and Write 3rd lesson plan
Module 11 & 12	July 5	Re- writing	Complete lesson 1 with all components of EdTPA
Module 13 & 14	July 11	Complete lessons	Complete Lesson 2 with all components of EdTPA
Final	July 18 & 19	Complete EdTPA	Complete All lesson Plans



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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.

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



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- 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
 - 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.



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- 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.
- 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.



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

Professional Outcome: Assessment and Use of Data

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

ZAAGI' IDIWIN – Loving and Caring

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

Disposition: Equity, Social Justice, and Inclusion

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

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

Professional Outcome: Diversity

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

ZHAWENINDIWIN – Compassion



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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*

Or

Content Standards: *8710.3200 Elementary Education*

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

Reference List:

Research materials and resources used to develop your course



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