



Fond du Lac Tribal and Community College
Elementary Education Program



Course Number: EDU 3124

Course Title: Art Methods

Faculty Name: Karen Savage Blue

MTC Goal Area: _____

Credits: 2 Pre-requisites: _____ Co-requisites: _____

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

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

Course Description:

This course is designed for the student who is pursuing elementary education. It will focus on the various strategies that are required to produce a qualitative art program at the primary grade levels. Emphasis will be on increasing an understanding of visual art, experimentation with art media, Art History and development of skills and assess classroom art activities. Emphasis will also be placed on applications for teaching art production, reviewing the fundamentals of art and building a framework for inclusion of Anishinaabe perspective into the curriculum. Students will create an online teaching portfolio.

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

By Helen D. Hume The Art Teacher's Book of Lists, 2nd Edition (J-B Ed: Book of Lists)

Course Content:

- Introduction to the discipline of art: media, purposes, styles, elements, principles, and cultural arts.
- Experience/experiment with the media and tools used in elementary art.
- Completion of lesson plans and a unit plan.
- Development of a teaching file/portfolio.
- Internet interactions.
- Indigenous art forms

Learning Outcomes:

Create an online portfolio of teaching examples by developing lesson plans and completing two- and three-dimensional classroom projects for grades K-6.

- Demonstrate art strategies, vocabulary, technology, methods, processes, subject matter, motivations, subject area connections, and materials appropriate to an elementary classroom.



Fond du Lac Tribal and Community College Elementary Education Program



- Present opportunity for peer teaching and assessment.
- Create lesson plans for beginning and intermediate grade levels in art and two additional peer-taught lessons.
- Lesson plan outlines for at least 4 studio projects. In addition, each student will share lesson outlines from/with other class members.
- Design a unit for showing respect for the art of all students. Create lessons where students can express their thoughts and feelings

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 Coordinator, to establish an accommodation plan. She can be reached at trish.berger@fdltcc.edu or



Fond du Lac Tribal and Community College Elementary Education Program



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 or Jesse Stirewalt, Director of Housing and Student Activities at 218-590-3345/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.

Bi-Modal Courses (Only)

Please note this is a bi-modal class. All students in this class have the flexibility to choose whether they will attend in-person or on Zoom each day throughout the duration of the semester.”

Use of Generative AI (Choose one—See attachment approved by the local MSCF chapter for more details.)

Option 1:

No Use of Generative A.I. Allowed

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



Fond du Lac Tribal and Community College Elementary Education Program



Option 2:

Some Use of Generative A.I. Allowed

Generative AI policies may differ from one course to another. In this course, the use of generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) may be permitted in certain situations. Your instructor will specify when and under what conditions their use is allowed. If you use these tools, you may be required to explain how they informed your work, and all use must include proper attribution/citations.

Option 3:

Open Use of Generative A.I. Allowed

Generative AI policies may differ from one course to another. In this course, you are welcome to use generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) to complete your work. You may be asked to explain how these tools contributed to your work, and all use must include proper attribution/citations.

Attachment

FDLTCC Generative AI Syllabus Statements



Fond du Lac Tribal and Community College Elementary Education Program



FDLTCC Generative AI Syllabus Statements

(Updated Spring 2025)

Generative artificial intelligence (AI) refers to artificial intelligence systems that can create original content—such as text, images, audio, or code—by learning patterns from existing data. These models are distinct from traditional AI in that they generate new outputs rather than simply analyzing or classifying information. Increasingly, generative AI is being integrated into everyday programs (Microsoft 365, Google searches, Adobe Creative Suite, etc.) making it harder to identify when you are engaging with these tools.

While generative AI can support learning and creativity, its use raises important ethical, academic, and environmental concerns—including issues of accuracy, bias, authorship, and the significant environmental impact.

It is important for faculty to discuss generative AI with their students and set clear expectations for use within each course/assignment. It is mandatory to include a generative AI statement on your course syllabus. Below are suggested statements to help you set your course policy. These statements can be adopted as is or personalized to meet your specific teaching and learning objectives.

Option 1: No Use of Generative A.I. Allowed

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

Option 2: Some Use of Generative A.I. Allowed

Generative AI policies may differ from one course to another. In this course, the use of generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) may be permitted in certain situations. Your instructor will specify when and under what conditions their use is allowed. If you use these tools, you may be required to explain how they informed your work, and all use must include proper attribution/citations.

Option 3: Open Use of Generative A.I. Allowed

Generative AI policies may differ from one course to another. In this course, you are welcome to use generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) to complete your work. You may be asked to explain how these tools contributed to your work, and all use must include proper attribution/citations.

*** If modifying these statements for your course, please keep the first sentence ("*Generative AI policies may differ from one course to another.*") so students understand FDLTCC does not have a single policy that applies to all courses.



Fond du Lac Tribal and Community College
Elementary Education Program



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>1. GIKENDAASOWIN – Knowing Knowledge To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.</p> <p><u>Disposition:</u> Integrates Content and Pedagogical Knowledge 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:</u> 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.</p>	<p>Design a unit for showing respect for the art of all students. Create lessons where students can express their thoughts and feelings.</p> <ul style="list-style-type: none"> • Paraphrase statements on why learning the arts are important to classroom level. • Use the medicine wheel for a teaching tool. 	<p>Create a visual of these statements for the classroom. Make discussion cards that contain examples of the concepts. Model a situation of students using the cards.</p>
<p>2. GWAYAKWAADIZIWIN – Living a balanced way To provide students the opportunity to recognize the importance of living in harmony with the community and are</p>	<p>Demonstrate art strategies, vocabulary, technology, methods, processes, subject matter, motivations, subject area connections, and</p>	<p>Generate a list of words to use for self and students during critiques/assessments. Take students to local museums where artifacts are present.</p>



Fond du Lac Tribal and Community College Elementary Education Program



<p>prepared to use a collective approach to understanding and deciding on a course of action.</p> <p><u>Disposition:</u> Communication and Collaboration</p> <p>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.</p> <ul style="list-style-type: none"> • <i>Reflective Collaboration:</i> Uses insights and inspiration of others to improve practice and can occur in: <ul style="list-style-type: none"> ○ Professional Learning Communities ○ Mentoring Programs ○ Peer Observations ○ Critical Friends Groups • <i>Community Involvement:</i> Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community. • <i>Communication:</i> Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms. <p><u>Professional Outcome:</u> Community and Collaboration</p> <ul style="list-style-type: none"> • To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community. 	<p>materials appropriate to an elementary classroom.</p> <ul style="list-style-type: none"> • Use of encouraging vocabulary for critiques. • Express the importance of continuing our traditional art. • Discussion on how the Arts strengthen a community: 	<p>Take nature walks for identifying resources used for creating art. Create a mantra for the importance of art within our community.</p>
<p>6. ZAAGI' IDIWIN – Loving and Caring To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.</p> <p><u>Disposition:</u> Equity, Social Justice, and Inclusion</p>	<p>Create lesson plans for beginning and intermediate grade levels in art and two additional peer-taught lessons</p> <ul style="list-style-type: none"> • Offer students choices. • Make the lesson relevant to their current situation. 	<p>Provide your students with a choice board to help in the planning process for projects. create opportunity for students to collaborate on project</p>



Fond du Lac Tribal and Community College
Elementary Education Program



<p>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"> • 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. <p><u>Professional Outcome:</u> Diversity and Disposition</p> <ul style="list-style-type: none"> • Promote teachers’ acceptance and respect of the diversity within their school, community and environment. 		
<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. 	<p>Design a unit for showing respect for the art of all students. Create lessons where students can express their thoughts and feelings</p> <p>Design a method of showing respect for the art of all students.</p> <p>Create a lesson showing students how to talk/critique art in a positive way.</p>	<p>Create lessons where students can express their thoughts and feelings.</p> <p>Create a unit on Museum preservation of artifacts, how the art of our ancestors is preserved.</p> <p>Make a connection between biodegradable art and environmental responsibility.</p>



Fond du Lac Tribal and Community College Elementary Education Program



<ul style="list-style-type: none">• 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> <p>To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.</p>		
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Fond du Lac Tribal and Community College
Elementary Education Program



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

8710.2000 Standards of Effective Practice

MN PELSB SEP Standard Code	8710.2000 Standards of Effective Practice	Learning Opportunities & Assessment *Include the Field Experience hours as applicable for clarity.	Based on the learning opportunities and assessments, the K-6 learner will demonstrate meeting this standard by:	FDLTCC Learning Outcomes	Cultural Standard
					ZAAGI' IDIWIN <i>Loving and Caring</i>
					ZAAGI' IDIWIN <i>Loving and Caring</i>

8710.3200 Elementary Education: Subject Matter:

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:

MN PELSB Content Standard code	8710.3200 Elementary Education: Subject Matter	Learning opportunities and Assessment *Include the Field Experience hours as applicable for clarity.	Based on the learning opportunities and assessments, the TC and/or the K-6 learner will demonstrate meeting this standard by:	FDLTCC Learning Outcomes	Cultural Standard
L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connectio	(1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;	Project: ●Elements of Art ●Using the Elements of Art ●Principles of Art ●Using the Principles of Art	<i>Where to find visual Art Images</i> <i>-Definitions of Tools and Materials</i> <i>-Equipment and Materials for Papier Mache'</i> <i>-Print Making Materials</i>	Students complete a reference guide to discuss art.	



Fond du Lac Tribal and Community College
Elementary Education Program



ns among them. The teacher must:					
	(2) be able to perform and create using the basic elements and processes of visual and performing arts;	Demonstrate how to choose one of the art elements and create a project (painting, drawing of choice, etc.)	After choosing the project and element of choice the student will create a project to use in a K-6 classroom.	Competed art project will be shared with other teacher candidates.	
	(3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;	Create a Lesson Plan combing another subject	After choosing a subject the student will develop and incorporate an art project to accompany/reinforce the content of the subject-matter.	Competed art project will be shared with other teacher candidates.	
	(4) understand the role of visual and performing arts in culture; and	Look at artworks with media in the art styles of early civilizations (Rock Paintings of Lake Superior & Petroglyphs of the Great Plains) and cave paintings of ancient times.	After study of rock paintings, petroglyphs and cave paintings create an art project that tells a story using symbols.	Competed art project will be shared with other teacher candidates.	
	(5) know the characteristics of children's development stages in the visual and performing arts.	The four stages of Children's Art Development. <ol style="list-style-type: none"> 1. Scribbling 2. Pre-schematic 3. Schematic 4. Realism 	Be able to recognize students developmental stage in the Arts. Create art lesson for each stage.	Competed art project will be shared with other teacher candidates.	

Course Requirements & Assessment descriptions:



Fond du Lac Tribal and Community College
Elementary Education Program



Criteria	%	Due
Lesson Plan Portfolio	50	
Project Completion	25	
Unit Design	25	

Week / Class Topic	Assignment and Activity	Learning opportunities and Assessment	SEP Standard (SEP) Subject Matter (SM) Cultural Standard (CS)
Week 1 Why Art?	<p>Syllabus & Class Business</p> <ul style="list-style-type: none"> ● Introductions ● Review FDLTCC values ● Discuss: The value of Arts Education in the schools. ● Content Standard #6 Making Connections between Visual Arts and other Disciplines ● GWAYAKWAADIZIWIN Discussion on how the Arts strengthen a community 	<ul style="list-style-type: none"> ● Discussion: Personal episodic memory (art in school) <i>1.1 Quotations About Art from the Classroom</i> <i>1.2 Websites Especially for the Art Teacher</i> 	L.3
Week 2 Web-Sites for the Art Teacher 2	<ul style="list-style-type: none"> ● Discussion: Personal episodic memory (art in school) <i>1.1 Quotations About Art from the Classroom</i> <i>1.2 Websites Especially for the Art Teacher</i> 	<p>Assignment: Critique 2 additional Art in the Classroom Ted Talks</p>	L.4
Week 3: Art History Early Periods	<ul style="list-style-type: none"> ● Art of Earliest times: Kinds of art Created ● Project: create artworks with media in the art styles of early civilizations (Rock Paintings of Lake Superior & Petroglyphs of the Great Plains) 		L. 4



Fond du Lac Tribal and Community College
Elementary Education Program



	<p>Story telling with symbols</p> <ul style="list-style-type: none"> ●ZHAWENINDINWIN <p>Respecting and preserving our sacred places</p>		
<p>Week 4 Pre and Post contact eras and Native American art</p>	<ul style="list-style-type: none"> ●Discussion <p>National Content Standard #4 Understanding the visual arts in relation to History and Culture</p> <ul style="list-style-type: none"> ●Project: bead and quill work designs 	<p><i>Arts From the United States and Canada</i></p>	L.4
<p>Week 5 Art History</p>	<p>Ancient Art Medieval to early Renaissance Renaissance to Early Modern Art Modern Art</p> <ul style="list-style-type: none"> ●Video: A Brief Art History ●Video: Pointillism for Kids <p>ZHAWENINDIWIN Compassion</p>	<ul style="list-style-type: none"> ●Assignment: Create an Art History timeline ●Visit an online Museum geared for children 	L.4
<p>Week 6 Art of Today</p>	<ul style="list-style-type: none"> ●Discussion <p>Contemporary Art Contemporary Native American Artists</p> <ul style="list-style-type: none"> ●ZAAG' IDIWIN <p>How to critique art and building strengths</p>	<p><i>Elements of Art -Principles of Design -Art Criticism Questions</i></p>	L.1
<p>Week 7 The Language of Art</p>	<p>Project:</p> <ul style="list-style-type: none"> ●Elements of Art ●Using the Elements of Art ●Principles of Art ●Using the Principles of Art 	<p><i>Where to find visual Art Images -Definitions of Tools and Materials -Equipment and Materials for Papier Mache' -Print Making Materials</i></p>	L.1.
<p>Week 8 The Media of Art</p>	<ul style="list-style-type: none"> ●Drawing , Painting and Print making ●Creating Mixed Media Art 	<p><i>Teaching Ceramics</i></p>	L.5
<p>Week 9 The Media of Art</p>	<p>Sculpture, and Crafts Media</p> <ul style="list-style-type: none"> ●Creating an Environmental Design 	<p><i>-Safety Reminders from the Art Room -Cheap Substitutes for Expensive Material where to find Useful Art Material for Little Money</i></p>	L.5
<p>Week 10 Managing the Art Room</p>	<ul style="list-style-type: none"> ●Managing the art room (videos) ●Brainstorming the Local Area (art supplies) ●Designing Art spaces in the regular Classroom 	<p><i>Sample Art Lesson Plan -Assessment Strategies</i></p>	L.2



Fond du Lac Tribal and Community College Elementary Education Program



		-Creating a Scoring Guide -Subject Ideas -One-hour Projects	
Week 11 Writing Art Lessons Authentic assessment	<ul style="list-style-type: none"> ●Objectives, MN Standards (on-line and small group) ●Understanding levels in the classroom ●Meeting needs of diverse learners/Developing knowledge, caring, responsible students 	<ul style="list-style-type: none"> ●Research for next week: Internet search of sample Portfolio for teaching Art 	L.5
Week 12 Developing an online portfolio	●Lab: Portfolio Development	●Work on creating, gathering, sharing Lesson Plans for Portfolio	L.3
Lab: Portfolio Development	Lab: Portfolio Development	Work on creating, gathering, sharing Lesson Plans for Portfolio <i>-Combining Art With Other Subjects</i>	L.3
Integrating Art With Other Subjects	Create a Lesson Plan combing another subject		L.3
Week 15	Presentation-final	Final	
Week 16			

Requirements and Points:

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

Grade	%	Points
A	100-90	
B	89-80	
C	79-70	
D	69-60	



Fond du Lac Tribal and Community College Elementary Education Program



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.



Fond du Lac Tribal and Community College Elementary Education Program



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).

GIKENDAASOWIN – Knowing Knowledge

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

Disposition: Integrates Content and Pedagogical Knowledge

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

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



Fond du Lac Tribal and Community College Elementary Education Program



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
 - 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.



Fond du Lac Tribal and Community College Elementary Education Program



- 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.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.



Fond du Lac Tribal and Community College Elementary Education Program



- 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

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.



Fond du Lac Tribal and Community College Elementary Education Program



- 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*

MN PELSB Standards: Subject matter standards.

SM: *8710.3200 Subject Matter Elementary Education*

Content Standards 8710.3200 Elementary Education

L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

- (1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;
- (2) be able to perform and create using the basic elements and processes of visual and performing arts;
- (3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;
- (4) understand the role of visual and performing arts in culture; and
- (5) know the characteristics of children's development stages in the visual and performing arts.

Reference/Resource List:

- [What matters in Indigenous education: Implementing a Vision Committed to Holism, Diversity and Engagement | People for Education](#)
- [Know The 7 Elements of Art and Why They Are Important \(thoughtco.com\)](#)
- [Forum - Teaching Children To Show Respect For Others Work \(aussiechildcarenetwork.com.au\)](#)
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