



## Fond du Lac Tribal and Community College Elementary Education Program



*We provide higher education opportunities for its communities in a welcoming, culturally diverse environment.*

### **EDU 3200 Children with Exceptionalities Syllabus**

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### **Course Information**

#### General Information

Course Prefix and Number: EDU 3200

Title: Children with Exceptionalities

3 Credits: Lecture/Laboratory/Field Experience (15 hours)

#### Course Description & Outcomes

Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom. This course will cover the structure of special education from multitier systems, intervention, referral, assessment, qualification, and services. Special considerations to determinations of differences, disability and disadvantage will be discussed and dyslexia screening practices, interventions, and progress tracking. **This course will have 15 hours of required field experience in a K-6 classroom.** Field experience will have specific lessons candidates will develop and deliver to children.

#### Materials

Required: Mastropieri, M., Scruggs, T. (2018). *The Inclusive Classroom: Strategies for effective instruction* (6th edition). Upper Saddle River: Pearson.

#### Required Technology

- Active FDLTCC email account / D2L
- Internet access
- Microsoft Office Suite

#### Suggested Technical Skills

D2L website navigation

[Microsoft Training is available for free at your convenience.](#)

#### Pre/Co-Requisites

Course restrictions: Restricted to program(s): Elementary Education Bachelor of Science



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## Course Outcomes

### Course Content:

1. History of Special Education Law as it pertains to the classroom
2. Educational Rights of Students with Disabilities
3. Service structures of special education
4. Intervention and Assessment overview
5. Instructional designs and understandings
6. Special Education, Gifted Education and 504 qualifications
7. Referrals and placement
8. Communication with families, service providers, and paraprofessionals.
9. Meeting Needs of Students with disabilities
10. Disability, Disadvantage or Difference
11. Meeting the needs of culturally, linguistically different students.
12. Meeting the needs of at-risk students.
13. Assistive Technology
14. Dyslexia Screening practices, intervention, and progress monitoring

### Learning Outcomes:

- a. Demonstrate knowledge about areas of exceptionality in children.
- b. Evaluate the characteristics, uses, advantages and limitations of different types of assessments (Bias, validity, reliability, scoring concerns)
- c. Demonstrate Understanding and consideration of the use of assistive technology as universal design and for students with exceptionalities.
- d. Describe student rights and teacher responsibilities for exceptional students.
- e. Establish ways to consult with families in connection to needs and access to supportive education with holistic supports.
- f. Assess both individual and group performance and design developmentally appropriate instruction or interventions.
- g. Adjust plans to meet short- and long-term goals for students through developmentally appropriate instruction and inclusive practices.

### Cultural Standards:

<b>Cultural Standard</b> (must meet 3)	<b>Learning Outcomes that Align to Cultural Standards</b> (2 for each standard) The student will	<b>Cultural Assessment</b>
<p><b>1. GIKENDAASOWIN</b> <b>Knowing knowledge</b> To prepare our students to be problem solvers who strive for continuous learning and growth.</p> <p><u>Outcome:</u> Content/Pedagogical Knowledge and Technology Integration</p>	<p><b>Demonstrate knowledge</b> about areas of exceptionality in children. <b>Evaluate</b> the characteristics, uses, advantages and limitations of different types of assessments. (Bias, validity, reliability, scoring concerns)</p>	<p>Students will demonstrate knowledge on characteristics of exceptionalities through student presentations to include cautions of overlapping characteristics with linguistics, culture, and ethnicity.</p> <p>Review assessments of sample culturally and linguistically diverse students and</p>



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<p>To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to an Ojibwe Anishinaabe way of knowing</p>		<p>evaluate through the use of checklists on the characteristics of the assessment, uses and limitations (bias, validity, reliability, scoring concerns).</p>
<p><b>3. ZOONGIDE'EWIN</b> <b>Strong hearted:</b> To provide a foundation on which we build and strengthen each student's resilience, innovation, and passion. <u>Outcome:</u> Transformational Leadership To increase the teachers' leadership capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.</p>	<p><b>Demonstrate Understanding</b> and consideration of the use of assistive technology as universal design and for students with exceptionalities.  <b>Establish</b> ways to consult with families in connection with needs and access to supportive education with holistic supports</p>	<p>Research assistive technology possibilities for students given specific concerns presented in the classrooms with a consideration of community and cultural structures. Develop plans for supporting and integrating the assistive technology either through universal design or individual placement.  Using case studies, students will demonstrate communication practices with families and professionals.  Explain Effective collaboration practices with families and professionals (co-teaching, consultation) that includes listening and learning to be responsive to the community</p>
<p><b>6. ZAAGI' IDIWIN</b> <b>Loving and Caring</b> To encourage the development of healthy, caring relationships built on respect for all. <u>Outcome:</u> Diversity and Dispositions Promote teachers' acceptance and respect of the diversity within their school, community and environment.</p>	<p><b>Adjust</b> plans to meet short- and long-term goals for students through developmentally appropriate instruction and inclusive practices.  <b>Assess</b> both individual and group performance and design developmentally appropriate instruction or interventions.</p>	<p>Adjust lesson plans to integrate the individualized learning goals of students that is foundational in a culturally responsive approach.  Utilize a variety of assessments to ensure that all students are meeting their developmentally appropriate goals and moving forward in a classroom.</p>

**Course Requirements & Assessment descriptions:**

\* Fifteen (15) hours of field experience is required for this course in a K-6 classroom.

**Assignment 1: Module Key Concept Assessment Questions (10 points each)**

**Purpose**

Develop reflective practice skills through critical analysis of course content, readings, and field experiences related to children with exceptionalities.

**Standards Alignment**

- **SEP Standards:** 5E (demonstrate flexibility and reciprocity), 8G (evaluate plans), 9J (evaluate effect of class activities)
- **Cultural Standard:** GIKENDAASOWIN (Knowing Knowledge) - Critical and Connected Thinking
- **Subject Matter Standard:** Reflective Practice and Professional Development



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### Assignment Description

Students complete module key concept assessment questions and responses reflecting on course content, readings, videos, and field experiences. Reflections should demonstrate deep thinking about inclusive practices, student needs, and professional growth in working with children with exceptionalities.

### Rubric: Module Key Concept Assessment Questions (10 points)

Criteria	Excellent (2)	Satisfactory (1)	Needs Improvement (0)
<b>Focus &amp; Clarity (SEP 5E)</b>	Clear, insightful focus; ideas are well-developed and consistently relevant to exceptionalities	Mostly clear focus; ideas are relevant and mostly well-developed	Lacks clear focus; ideas are underdeveloped or off-topic
<b>Structure &amp; Organization</b>	Logical, coherent structure with strong transitions; easy to follow	Generally well-organized; transitions are present but may be weak	Poorly organized; lacks clear transitions and logical flow
<b>Content &amp; Insight (Cultural Standard)</b>	Demonstrates deep understanding and original insight; strong engagement with topic	Shows understanding and some insight; engages with topic	Minimal understanding; lacks insight or engagement
<b>Evidence &amp; Support (SEP 9J)</b>	Strong, relevant evidence/examples support all claims; well-integrated	Adequate evidence/examples support most claims; generally integrated	Little or no evidence; unsupported claims
<b>Professional Reflection (SEP 8G)</b>	Thoughtful, personal reflection with meaningful connections to experience or learning	Some personal reflection and connection to experience or learning	Little or no reflection; lacks personal connection or depth



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### Assignment Requirements Checklist

#### Content Requirements:

- Weekly module assessment questions completed
- Connection to course readings and materials
- Personal insights about working with children with exceptionalities
- Professional growth observations

#### Format Requirements:

- 250-300 words per entry
- Proper grammar and mechanics
- Submitted in .docx format
- Timely submission

#### Required Assessment Components:

- Self-reflection on learning
- Connection to field experiences
- Evidence of critical thinking
- Professional language use

### Assignment 2: Intervention and Assessment Paper (24 points)

#### Purpose

Demonstrate comprehensive understanding of intervention processes, assessment procedures, and IEP development for students with exceptionalities.

#### Standards Alignment

- **SEP Standards:** 4N (identify when to access services), 9B (understand assessment characteristics), 9D (measurement theory), 9E (select assessment strategies)
- **Cultural Standard:** GIKENDAASOWIN (Knowing Knowledge) - Theory to Practice
- **Subject Matter Standard:** Assessment and Intervention Procedures

#### Assignment Description

Students write a comprehensive paper describing the steps for intervention, assessment, and IEP creation, including procedural safeguards. Paper must demonstrate knowledge of multi-tiered systems of support, assessment validity and reliability, and legal requirements.



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**Rubric: Intervention and Assessment Paper (24 points)**

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Intervention Process Knowledge (SEP 4N)</b>	Comprehensive understanding of multi-tiered intervention systems with detailed examples	Good understanding of intervention processes with some examples	Basic understanding of intervention steps	Limited understanding of intervention procedures
<b>Assessment Understanding (SEP 9B, 9D)</b>	Demonstrates deep knowledge of assessment types, validity, reliability, and bias concerns	Shows good understanding of assessment characteristics and limitations	Basic knowledge of assessment types and uses	Minimal understanding of assessment concepts
<b>IEP Process &amp; Legal Requirements (SEP 9E)</b>	Thorough explanation of IEP development, procedural safeguards, and legal compliance	Good explanation of IEP process and most legal requirements	Basic understanding of IEP components	Limited knowledge of IEP process
<b>Cultural Responsiveness (Cultural Standard)</b>	Integrates cultural considerations throughout intervention and assessment processes	Some integration of cultural factors in assessment and intervention	Limited cultural considerations included	No cultural responsiveness demonstrated
<b>Professional Writing &amp; Evidence</b>	Excellent organization, grammar, and use of professional sources	Good organization and writing with adequate sources	Satisfactory writing with some sources	Poor organization and limited sources
<b>Theory to Practice Connection</b>	Strong connections between research and practical application	Good connections between theory and practice	Some connections made between theory and practice	Weak or no connections between theory and practice

**Assignment Requirements Checklist**

**Content Requirements:**

- Multi-tiered intervention systems explained
- Assessment types and characteristics described
- IEP development process outlined
- Procedural safeguards included
- Cultural considerations addressed

**Format Requirements:**

- 1500-2000 words
- APA format
- Minimum 5 professional sources
- Proper citations and references



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### Required Assessment Components:

- Knowledge of legal requirements
- Understanding of assessment bias
- Intervention decision-making process
- Professional language and terminology

### Assignment 3: Characteristics of Exceptionalities Presentation (30 points)

#### Purpose

Research and present comprehensive information about one area of exceptionality, demonstrating knowledge of characteristics, qualifications, and evidence-based interventions.

#### Standards Alignment

- **SEP Standards:** 4B (know areas of exceptionality), 4L (sensitive teaching approaches), 4M (accommodate learning differences)
- **Cultural Standard:** GIKENDAASOWIN (Knowing Knowledge) - Content and Pedagogical Knowledge
- **Subject Matter Standard:** Exceptionality Categories and Characteristics
- **Dyslexia Standards:** C(1) nature and symptoms, C(2) resources available, C(3) evidence-based strategies

#### Assignment Description

Students research one of the 13 IDEA disability categories, gifted education, or 504 qualifications. Create and deliver a presentation covering defining characteristics, qualifying factors, evidence-based interventions, and structured literacy approaches where applicable.

#### Rubric: Characteristics of Exceptionalities Presentation (30 points)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Developing (2)	Beginning (1)
<b>Content Knowledge (SEP 4B)</b>	Comprehensive, accurate information about exceptionality with detailed characteristics	Good understanding with mostly accurate information	Basic understanding with some accurate details	Limited understanding with minimal details	Inaccurate or missing information
<b>Evidence-Based Strategies (SEP 4L, 4M)</b>	Multiple, research-based interventions with clear implementation details	Several evidence-based strategies with good explanations	Some evidence-based strategies included	Few strategies with limited explanation	No evidence-based strategies presented
<b>Cultural Responsiveness</b>	Addresses cultural considerations and bias in identification and intervention	Some cultural factors considered	Limited cultural considerations	Minimal cultural awareness	No cultural considerations
<b>Presentation Skills</b>	Engaging, well-organized, professional delivery with effective visuals	Good organization and delivery with adequate visuals	Satisfactory presentation with basic visuals	Poor organization or delivery	Unprofessional presentation



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<b>Dyslexia Integration (if applicable)</b>	Comprehensive coverage of dyslexia symptoms, resources, and structured literacy	Good coverage of dyslexia components	Basic dyslexia information included	Limited dyslexia content	No dyslexia information
<b>Professional Resources</b>	Uses multiple current, professional sources effectively	Uses several professional sources appropriately	Uses some professional sources	Limited use of professional sources	No professional sources used

### Assignment Requirements Checklist

#### Content Requirements:

- Defining characteristics clearly explained
- Qualifying factors and assessment procedures
- Evidence-based intervention strategies
- Cultural considerations addressed
- Structured literacy approach (if applicable)

#### Format Requirements:

- 15-20 minute presentation
- PowerPoint or similar visual aid
- Professional appearance and delivery
- Handout for classmates

#### Required Assessment Components:

- Accuracy of information
- Use of professional terminology
- Practical application examples
- Question and answer session

### Assignment 4: Dyslexia Resource Guide (25 points)

#### Purpose

Create a comprehensive resource guide for dyslexia that can be used by teachers and shared with families, demonstrating understanding of dyslexia characteristics, interventions, and resources.

#### Standards Alignment

- **SEP Standards:** 4B (areas of exceptionalty), 11K (relationships with parents), 9M (communicate student progress)
- **Cultural Standard:** ZOONGIDE'EWIN (Strong Hearted) - Transformational Leadership
- **Subject Matter Standard:** Dyslexia Knowledge and Family Engagement



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- **Dyslexia Standards:** C(1) nature and symptoms, C(2) resources available, C(3) evidence-based strategies, C(4) intervention outcomes

### Assignment Description

Students develop a practical resource guide including dyslexia definition, signs and symptoms, evidence-based interventions (including structured literacy), available resources, and family-friendly information that can be used in future classrooms.

### Rubric: Dyslexia Resource Guide (25 points)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Developing (2)	Beginning (1)
<b>Dyslexia Knowledge (C1, C4)</b>	Comprehensive, accurate definition and symptoms with intervention outcomes	Good understanding of dyslexia characteristics and outcomes	Basic dyslexia information with some outcomes	Limited dyslexia knowledge	Inaccurate or missing dyslexia information
<b>Evidence-Based Strategies (C3)</b>	Multiple structured literacy and evidence-based interventions with clear descriptions	Several evidence-based strategies including structured literacy	Some evidence-based interventions included	Few interventions with limited detail	No evidence-based strategies
<b>Resources and Support (C2)</b>	Comprehensive list of resources for students, families, and teachers	Good variety of resources provided	Some resources included	Limited resources listed	No resources provided
<b>Family-Friendly Format (SEP 11K)</b>	Highly accessible, well-organized, culturally responsive format	Good organization and accessibility	Satisfactory format and organization	Poor organization or accessibility	Unprofessional or unusable format
<b>Professional Quality (SEP 9M)</b>	Professional appearance, accurate information, appropriate language	Good professional quality with minor issues	Satisfactory professional quality	Limited professional quality	Unprofessional appearance or content

### Assignment Requirements Checklist

#### Content Requirements:

- Dyslexia definition and characteristics
- Signs and symptoms by age/grade level
- Structured literacy interventions
- Available resources and supports
- Family communication strategies

#### Format Requirements:

- Professional, visually appealing design
- 8-10 pages or equivalent digital format
- Family-friendly language
- Contact information and resources included



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### Required Assessment Components:

- Accuracy of dyslexia information
- Practical usability for teachers and families
- Evidence-based intervention strategies
- Cultural responsiveness

### Assignment 5: Field Experience Lesson Plans (40 points each)

#### Purpose

Design and implement developmentally appropriate lessons using universal design principles to meet the needs of all learners, including those with exceptionalities.

#### Standards Alignment

- **SEP Standards:** 3D (use student strengths), 3E (assess individual and group performance), 4L (sensitive teaching approaches), 5E (demonstrate flexibility), 8C (accommodate learning styles), 8G (evaluate plans)
- **Cultural Standard:** ZAAGI'IDIWIN (Loving and Caring) - Equity, Social Justice, and Inclusion
- **Subject Matter Standard:** Inclusive Instructional Design and Universal Design for Learning

#### Assignment Description

Students develop and implement three field experience lessons incorporating universal design principles, explicit instruction, and accommodations for learners with exceptionalities. Each lesson includes pre-assessment, formative assessment, and reflection components.

### Lesson #1: Universal Design and Multi-tiered Support Systems (40 points)

#### Purpose

Demonstrate understanding of Universal Design for Learning (UDL) principles and multi-tiered systems of support (MTSS) through lesson design and implementation that meets the needs of all learners in an inclusive classroom.

#### Standards Alignment

- **SEP Standards:** 3D (use student strengths), 4L (sensitive teaching approaches), 8C (accommodate learning styles), 7G (foster sensitive communication)
- **Cultural Standard:** ZAAGI'IDIWIN (Loving and Caring) - Equity, Social Justice, and Inclusion
- **Subject Matter Standard:** Universal Design for Learning and MTSS Implementation

### Detailed Rubric: Lesson #1 - Universal Design and Multi-tiered Support Systems (40 points)

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>UDL Multiple Means of Representation (SEP 4L)</b>	Provides multiple, varied ways for students to access information (visual, auditory, tactile) with clear rationale for choices	Provides several ways for students to access information with some variety	Provides some different ways to access information	Limited or single method of information presentation



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<b>UDL Multiple Means of Engagement (Cultural Standard)</b>	Multiple culturally responsive strategies to motivate and engage all learners; addresses diverse interests and backgrounds	Several engagement strategies that consider student diversity	Some engagement strategies with limited cultural consideration	Few or no strategies to engage diverse learners
<b>UDL Multiple Means of Expression (SEP 8C)</b>	Multiple ways for students to demonstrate learning accommodating different abilities and learning styles	Several options for students to show learning	Some options for student expression	Limited or single way for students to demonstrate learning
<b>MTSS Tier 1 Implementation (SEP 3D)</b>	Comprehensive Tier 1 instruction with evidence-based practices, clear learning objectives, and high-quality core instruction	Good Tier 1 instruction with most evidence-based practices	Basic Tier 1 instruction with some evidence-based practices	Poor or missing Tier 1 instruction
<b>Differentiation and Accommodations</b>	Extensive, thoughtful accommodations for diverse learners including specific strategies for students with IEPs/504 plans	Good accommodations with some specific strategies	Basic accommodations with limited specificity	Few or inappropriate accommodations
<b>Assessment Integration (SEP 3D)</b>	Multiple assessment methods (pre, formative, summative) that inform instruction and accommodate diverse learners	Good use of varied assessments to guide instruction	Some assessment variety with limited instructional connection	Limited assessment methods or poor connection to instruction
<b>Classroom Environment &amp; Communication (SEP 7G)</b>	Creates inclusive, supportive environment that fosters communication among all students; addresses potential barriers	Good inclusive environment with some communication supports	Basic inclusive practices with limited communication focus	Poor classroom environment or communication barriers present
<b>Data Collection and Analysis</b>	Systematic data collection on all students with clear analysis of effectiveness for different learner needs	Good data collection with some analysis	Basic data collection with limited analysis	Poor or missing data collection
<b>Reflection on UDL/MTSS Implementation (SEP 8G)</b>	Deep reflection on UDL and MTSS effectiveness with specific examples and plans for improvement	Good reflection with some specific examples	Basic reflection with limited specificity	Poor or missing reflection on UDL/MTSS
<b>Professional Collaboration</b>	Evidence of meaningful collaboration with mentor teacher, specialists, and paraprofessionals	Some collaboration with school personnel	Limited collaboration evidence	No evidence of collaboration



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### Required Lesson Plan Components for Lesson #1

- **UDL Framework Integration:** Clear identification of multiple means of representation, engagement, and expression
- **MTSS Tier 1 Elements:** High-quality core instruction, evidence-based practices, clear learning objectives
- **Differentiation Matrix:** Specific accommodations for different learner needs (ELL, SPED, gifted, struggling learners)
- **Assessment Plan:** Pre-assessment, multiple formative checks, summative assessment with accommodations
- **Data Collection Tools:** Methods for tracking student progress and engagement
- **Collaboration Documentation:** Evidence of planning with mentor teacher and other professionals
- **Cultural Responsiveness:** Integration of diverse perspectives and culturally relevant examples
- **Communication Supports:** Strategies to foster inclusive communication among all students

### Lesson #2: Dyslexia-Specific Interventions and Structured Literacy (40 points)

#### Purpose

Design and implement a lesson using structured literacy approaches and evidence-based interventions specifically targeting students showing characteristics of dyslexia while supporting all learners in the classroom.

#### Standards Alignment

- **SEP Standards:** 4B (areas of exceptionality), 4M (accommodate learning differences), 5E (demonstrate flexibility), 5H (monitor and adjust strategies)
- **Cultural Standard:** GIKENDAASOWIN (Knowing Knowledge) - Theory to Practice
- **Subject Matter Standard:** Dyslexia Intervention and Structured Literacy Implementation
- **Dyslexia Standards:** C(3) evidence-based instructional strategies, C(4) outcomes of intervention

### Detailed Rubric: Lesson #2 - Dyslexia-Specific Interventions and Structured Literacy (40 points)

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Structured Literacy Components (Dyslexia C3)</b>	Comprehensive integration of all structured literacy elements: phonology, sound-symbol association, syllable instruction, morphology, syntax, semantics	Good integration of most structured literacy components	Some structured literacy elements included	Few or incorrect structured literacy components
<b>Explicit Instruction Implementation (SEP 4B)</b>	Clear, systematic, explicit instruction with modeling, guided practice, and independent practice; follows I Do, We Do, You Do model	Good explicit instruction with most components	Some explicit instruction elements	Poor or missing explicit instruction
<b>Systematic and Sequential Approach</b>	Lesson follows logical, systematic sequence building from simple to complex; clear progression of skills	Good systematic approach with mostly logical sequence	Some systematic elements with unclear sequence	Poor or no systematic approach



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<b>Multisensory Integration (SEP 4M)</b>	Multiple sensory pathways engaged (visual, auditory, kinesthetic, tactile) with clear rationale and implementation	Good use of multisensory approaches	Some multisensory elements included	Limited or no multisensory approaches
<b>Dyslexia-Specific Accommodations (SEP 5E)</b>	Comprehensive accommodations specifically addressing dyslexia characteristics (decoding, fluency, comprehension)	Good dyslexia-specific accommodations	Some accommodations for reading difficulties	Few or inappropriate accommodations
<b>Assessment and Progress Monitoring (SEP 5H, Dyslexia C4)</b>	Systematic assessment of phonological awareness, decoding, fluency with data collection and analysis	Good assessment with some data collection	Basic assessment with limited data	Poor or missing assessment
<b>Differentiation for All Learners</b>	Lesson meets needs of students with dyslexia while supporting all other learners in classroom	Good differentiation for most learners	Some differentiation attempted	Limited or no differentiation
<b>Cultural and Linguistic Responsiveness</b>	Addresses potential cultural and linguistic factors in reading development; culturally relevant materials	Some cultural considerations in lesson design	Limited cultural responsiveness	No cultural considerations
<b>Evidence-Based Practices (Cultural Standard)</b>	Uses research-based interventions with clear connection to dyslexia literature and best practices	Good use of evidence-based practices	Some evidence-based elements	Few or no evidence-based practices
<b>Reflection on Intervention Effectiveness (SEP 5H)</b>	Deep reflection on lesson effectiveness for students with dyslexia characteristics with specific data and examples	Good reflection with some data	Basic reflection with limited specificity	Poor or missing reflection

### Required Lesson Plan Components for Lesson #2

- **Dyslexia Screening Data:** Pre-lesson assessment using dyslexia checklist and DIBELS benchmark
- **Structured Literacy Framework:** Clear integration of phonology, sound-symbol association, syllables, morphology, syntax, semantics
- **Explicit Instruction Model:** I Do, We Do, You Do progression with clear modeling and guided practice
- **Multisensory Activities:** Specific activities engaging multiple sensory pathways
- **Progress Monitoring Tools:** Methods for tracking phonological awareness, decoding, and fluency progress
- **Intervention Modifications:** Plans for adjusting instruction based on student response
- **Family Communication:** Strategies for sharing progress and home support recommendations
- **Professional Resources:** Connection to International Dyslexia Association standards and research

### Lesson #3: Assistive Technology Integration (40 points)

#### Purpose

Design and implement a lesson that meaningfully integrates assistive technology to support students with exceptionalities while enhancing learning opportunities for all students through universal design principles.



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### Standards Alignment

- **SEP Standards:** 5K (use educational technology), 7K (variety of media and technology), 4M (accommodate learning differences), 8C (accommodate learning styles)
- **Cultural Standard:** ZOONGIDE'EWIN (Strong Hearted) - Transformational Leadership
- **Subject Matter Standard:** Assistive Technology Integration and Digital Accessibility

### Detailed Rubric: Lesson #3 - Assistive Technology Integration (40 points)

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>AT Selection and Rationale (SEP 5K)</b>	Thoughtful selection of assistive technology matched to specific student needs with clear rationale and research support	Good AT selection with some rationale	Basic AT selection with limited rationale	Poor AT selection or no clear rationale
<b>Universal Design Integration (SEP 8C)</b>	AT benefits all learners through universal design; multiple students can access and benefit from technology	AT benefits most learners with some universal design	AT benefits some learners beyond target students	AT only benefits specific students
<b>Technology Implementation (SEP 7K)</b>	Seamless, meaningful integration of AT into lesson content; technology enhances rather than distracts from learning	Good technology integration with minor issues	Basic technology integration with some problems	Poor technology integration or technical difficulties
<b>Student Training and Support (SEP 4M)</b>	Comprehensive student training on AT use with ongoing support and troubleshooting	Good student training with some support	Basic training with limited support	Poor or no student training
<b>Accessibility Features</b>	Multiple accessibility features utilized (text-to-speech, visual supports, alternative input methods)	Several accessibility features used	Some accessibility features included	Few or no accessibility features
<b>Data Collection on AT Effectiveness</b>	Systematic data collection on AT impact on student engagement, participation, and learning outcomes	Good data collection on AT effectiveness	Some data collection attempted	Poor or no data collection
<b>Collaboration with AT Specialists</b>	Evidence of consultation with AT specialists, special education teachers, or technology coordinators	Some collaboration with specialists	Limited collaboration evidence	No collaboration with specialists
<b>Cultural and Economic Considerations (Cultural Standard)</b>	Addresses cultural factors and economic accessibility of AT; considers community resources and family capacity	Some consideration of cultural and economic factors	Limited cultural/economic awareness	No cultural or economic considerations
<b>Sustainability and Future Use</b>	Clear plan for continued AT use; addresses training needs and ongoing support	Some planning for continued use	Limited sustainability planning	No plan for continued AT use



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<b>Reflection on AT Impact (SEP 5K)</b>	Deep reflection on AT effectiveness with specific examples of student benefit and areas for improvement	Good reflection with some specific examples	Basic reflection with limited detail	Poor or missing reflection
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### Required Lesson Plan Components for Lesson #3

- **AT Needs Assessment:** Documentation of specific student needs and AT solutions
- **Technology Setup Plan:** Detailed preparation and troubleshooting procedures
- **Student Training Protocol:** Step-by-step training plan for AT use
- **Universal Design Elements:** How AT benefits all learners in the classroom
- **Data Collection Methods:** Tools for measuring AT effectiveness and student outcomes
- **Collaboration Documentation:** Evidence of consultation with AT specialists or special education team
- **Accessibility Checklist:** Verification that multiple accessibility features are utilized
- **Sustainability Plan:** Long-term implementation and support strategies
- **Family Communication:** Information sharing about AT use and potential home applications

### Cultural Integration Requirements for All Lessons

- **Anishinaabe Knowledge Integration:** Incorporation of Indigenous perspectives and knowledge systems
- **Culturally Responsive Materials:** Use of diverse, culturally relevant examples and content
- **Community Connections:** Links to local community resources and cultural practices
- **Family Engagement:** Strategies for involving families from diverse cultural backgrounds
- **Bias Awareness:** Recognition and mitigation of cultural bias in instruction and assessment

### Assessment Integration Components for All Lessons

- **Pre-Assessment Data:** Evidence of student prior knowledge and needs
- **Formative Assessment Checkpoints:** Multiple opportunities to check understanding during lesson
- **Summative Assessment Plan:** End-of-lesson evaluation aligned to objectives
- **Accommodation Documentation:** Specific assessment accommodations for students with exceptionalities
- **Data Analysis Protocol:** Methods for analyzing assessment results and planning next steps

### Implementation & Reflection Requirements for All Lessons

- **Mentor Teacher Collaboration:** Evidence of planning and feedback sessions
- **Student Work Samples:** Collection of student artifacts demonstrating learning
- **Video/Photo Documentation:** Visual evidence of lesson implementation (with permissions)
- **Reflection Analysis:** Deep analysis of what worked, what didn't, and why
- **Next Steps Planning:** Specific plans for follow-up instruction based on results

### Self-Assessment Questions for All Lessons

1. **Effectiveness:** What evidence do I have that all students, including those with exceptionalities, met the learning objectives?



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2. **Inclusivity:** How did my lesson design ensure that every student could access, engage with, and demonstrate learning?
3. **Cultural Responsiveness:** In what ways did I incorporate diverse perspectives and address potential cultural barriers?
4. **Professional Growth:** What did I learn about teaching students with exceptionalities, and how will this inform my future practice?
5. **Collaboration:** How effectively did I work with mentor teachers, specialists, and other professionals to support student learning?
6. **Data-Driven Decisions:** How did I use assessment data to make instructional decisions during and after the lesson?
7. **Student Voice:** What feedback did I receive from students about their learning experience, and how will I use this information?

### Assignment 6: Personal Philosophy Paper (60 points)

#### Purpose

Develop a comprehensive personal philosophy of education for teaching children with exceptionalities, integrating course learning, field experiences, and professional standards.

#### Standards Alignment

- **SEP Standards:** 11C (student rights and teacher responsibilities), 4B (areas of exceptionality), 8C (accommodate learning styles)
- **Cultural Standard:** ZOONGIDE'EWIN (Strong Hearted) - Transformational Leadership
- **Subject Matter Standard:** Professional Philosophy and Inclusive Education Principles

#### Assignment Description

Students write a comprehensive philosophy paper identifying philosophical imperatives supporting inclusive education, person-first ideology, and commitment to meeting the needs of exceptional learners. Must include legal underpinnings, best practices, holistic supports, and continuous growth mindset.

#### Rubric: Personal Philosophy Paper (60 points)

Criteria	Exemplary (10)	Proficient (8)	Developing (6)	Beginning (4)	Inadequate (2)
<b>Philosophical Foundation (SEP 11C)</b>	Clear, well-articulated philosophy with strong legal and ethical grounding	Good philosophical foundation with legal awareness	Basic philosophy with some legal understanding	Weak philosophical foundation	No clear philosophy presented
<b>Inclusive Education Commitment</b>	Passionate commitment to inclusion with specific examples and strategies	Strong commitment with some examples	General commitment to inclusion	Limited commitment demonstrated	No commitment to inclusion shown



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<b>Person-First Ideology (Cultural Standard)</b>	Comprehensive understanding and commitment to person-first approaches	Good understanding of person-first principles	Basic person-first awareness	Limited person-first understanding	No person-first ideology evident
<b>Professional Growth Mindset</b>	Strong commitment to continuous learning with specific plans	Good commitment to professional growth	Some commitment to growth	Limited growth mindset	No growth mindset demonstrated
<b>Field Experience Integration (SEP 4B)</b>	Seamless integration of field experiences with deep reflection	Good integration of field experiences	Some field experience connections	Limited field experience integration	No field experience connections
<b>Cultural Responsiveness</b>	Deep understanding of cultural factors in special education	Good cultural awareness	Some cultural considerations	Limited cultural understanding	No cultural responsiveness
<b>Professional Writing Quality</b>	Exceptional writing, organization, and professional language	Good writing with clear organization	Satisfactory writing quality	Poor writing quality	Unprofessional writing
<b>Evidence and Support (SEP 8C)</b>	Strong use of course materials, research, and examples	Good use of supporting evidence	Some supporting evidence	Limited evidence provided	No supporting evidence

### Assignment Requirements Checklist

#### Content Requirements:

- Personal philosophy statement (quality of life, civil rights, improved achievement)
- Commitment to meeting needs of exceptional learners
- Legal underpinnings and teacher responsibilities
- Best practices in inclusive education
- Holistic support approaches
- Continuous growth and learning plan
- Cultural and community considerations
- Field experience reflections integrated

#### Format Requirements:

- 2000-2500 words
- APA format
- Professional language and tone
- Minimum 8 professional sources
- Proper citations and references

#### Required Assessment Components:

- Self-reflection on professional growth



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- Connection to course learning outcomes
- Evidence of transformational thinking
- Commitment to inclusive practices
- Cultural responsiveness demonstrated

### Self-Assessment Questions

1. How has my understanding of exceptionalities evolved through this course?
2. What specific commitments am I making to inclusive education?
3. How will I continue to grow professionally in this area?
4. What role will cultural responsiveness play in my teaching?
5. How do I plan to advocate for students with exceptionalities?

### Assignment 7: Field Experience Presentation (40 points)

#### Purpose

Synthesize and present field experience learning, demonstrating growth in understanding children with exceptionalities and commitment to inclusive practices.

#### Standards Alignment

- **SEP Standards:** 7G (foster sensitive communication), 9J (evaluate effect of activities), 11I (consult with professionals)
- **Cultural Standard:** GIKENDAASOWIN (Knowing Knowledge) - Critical and Connected Thinking
- **Subject Matter Standard:** Professional Presentation and Synthesis of Learning

#### Assignment Description

Students create and deliver a comprehensive presentation sharing field experience insights, lesson implementations, professional growth, and future commitments to serving children with exceptionalities.

#### Rubric: Field Experience Presentation (40 points)

Criteria	Exemplary (10)	Proficient (8)	Developing (6)	Beginning (4)	Inadequate (2)
<b>Content Knowledge Demonstration (SEP 9J)</b>	Comprehensive demonstration of learning with specific examples	Good demonstration of knowledge with examples	Basic knowledge demonstration	Limited knowledge shown	No clear knowledge demonstrated
<b>Field Experience Integration</b>	Seamless integration of all field experiences with deep reflection	Good integration of field experiences	Some field experience integration	Limited field experience connections	No field experience integration
<b>Professional Growth Evidence</b>	Clear evidence of significant professional growth and learning	Good evidence of professional growth	Some growth demonstrated	Limited growth shown	No growth evidence



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<b>Inclusive Education Commitment (SEP 7G)</b>	Passionate, specific commitment to inclusive practices	Strong commitment with some specifics	General commitment to inclusion	Limited commitment shown	No commitment demonstrated
<b>Cultural Responsiveness</b>	Deep integration of cultural considerations throughout	Good cultural awareness demonstrated	Some cultural considerations	Limited cultural understanding	No cultural responsiveness
<b>Presentation Skills</b>	Exceptional delivery, organization, and visual aids	Good presentation skills and organization	Satisfactory presentation	Poor presentation skills	Unprofessional presentation
<b>Professional Reflection (Cultural Standard)</b>	Deep, critical reflection on learning and future practice	Good reflection on learning	Some reflection included	Limited reflection	No meaningful reflection
<b>Evidence and Documentation</b>	Comprehensive evidence including photos, student work, data	Good evidence and documentation	Some evidence provided	Limited evidence	No evidence provided

### Assignment Requirements Checklist

#### Content Requirements:

- Overview of field experience placements
- Lesson implementation summaries with evidence
- Student learning outcomes and data
- Professional growth documentation
- Philosophy of inclusive education
- Future commitments and goals
- Cultural responsiveness examples
- Collaboration experiences

#### Format Requirements:

- 20-25 minute presentation
- Professional visual aids (PowerPoint, Prezi, etc.)
- Photos and documentation (with permissions)
- Handout for audience
- Professional dress and delivery

#### Required Assessment Components:

- Evidence of student impact
- Self-assessment of growth
- Future professional development plans
- Commitment to inclusive practices



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- Cultural responsiveness demonstration

### Self-Assessment Questions

1. What evidence do I have of student learning from my lessons?
2. How have I grown professionally through this field experience?
3. What specific commitments am I making for my future practice?
4. How will I continue to develop cultural responsiveness?
5. What impact did I have on the students I worked with?

### Course Schedule:

Week	Topic	Instructional Activities/Learning Opportunities	Assignments/Assessments	Content Standard
Week 1	<b>Module 1</b> <b>Who are Children with Exceptionalities?</b>  <b>What is Special Education?</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Expectations/Syllabus/Materials</li> <li>• Internship Expectations</li> <li>• <a href="#">Special Education (mn.gov)</a></li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>• EDU 3200 Course Introduction video/class presentation</li> <li>• EDU 3200 Module 1 Learning Content class lecture presentation</li> </ul> <b>Optional:</b> Class Zoom 3:00-3:30pm	<b>Quiz:</b> Syllabus <a href="#">Quiz</a>  <b>Assignment:</b> Individuals with Disabilities - Communication /Community Observations <a href="#">Things People With Disabilities Wish You Knew</a>  <b>Assignment:</b> Develop your personal seal showing how we are all the same, yet different, and how we can honor those differences. Shared through Discussion Post video	
Week 2	<b>Module 2</b> <b>Introduction to Inclusive Teaching; Legal Foundations</b>  History of Special Ed Legal Foundations IDEA 504 Plans	<b>Read:</b> <ul style="list-style-type: none"> <li>• Introduction to Inclusive Teaching – Chapter 1</li> <li>• <a href="#">The 13 disability categories under IDEA</a></li> <li>• <a href="#">Section 504 of the Rehabilitation Act of 1973/Understood - For learning and thinking differences</a></li> <li>• <a href="#">ARC- What's the Difference between 504 and IEP</a></li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>• EDU 3200 Module 2 Learning Content class lecture presentation</li> </ul>	<b>Assignment:</b> Section 504  <b>Assignment:</b> Reflection on own school experience and defining who “belongs” as related to inclusivity in a classroom.  <b>Assignment:</b> Equal Education for students with Exceptionalities; Chapter 1 Study Guide Notes <a href="#">Mandated reporter resources / Minnesota Department of Human Services</a> <a href="#">Special Education</a>  <b>Assessment:</b> Completion of Module 2 Key Concept Assessment Questions <a href="#">Rubric</a>	11C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
Week 3	<b>Module 3</b> <b>Individualized Education Plans</b>  Qualifications LRE	<b>Read:</b> <ul style="list-style-type: none"> <li>• <a href="#">ARC - Intro to IEP's Article</a></li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>• EDU 3200 Module 3 Learning Content class lecture presentation</li> </ul>	<b>Quiz:</b> Educational Rights of Students with Disabilities <a href="#">Educational Rights of Students with Disabilities Quiz</a>	11C. understand student rights and teacher responsibilities to equal education, appropriate



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	<p>Models of Service Delivery Structures</p>		<p><b>Assessment:</b> Written paper on a learner's right to a quality of life, including access to the least restrictive environment, which includes respect and valuing diversity. Include the summary of one legal provision supporting inclusive education, how this affects you in the classroom today, and discuss issues surrounding its implementation. See assessment <a href="#">Rubric Learners Rights Paper</a></p> <p><b>Assessment:</b> Completion of Module Key Concept Assessment Questions <a href="#">Rubric</a></p>	<p>education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;</p>
<p><b>Week 4</b></p>	<p><b>Module 4 Collaboration</b></p> <p>Families Service Providers Paraprofessionals Procedural Safeguards</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Collaboration with Partnerships and Procedures – Chapter 2</li> <li>• <a href="#">3 Keys to More Effective Collaboration in an Inclusive Elementary Classroom   Edutopia</a></li> <li>• <a href="#">Expanding parent engagement to include culturally diverse families – Families and Schools Together, Inc.</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• EDU 3200 Module 4 Learning Content class lecture presentation</li> </ul> <p><b>Optional:</b> Class Zoom 3:00-3:30pm</p>	<p><b>Assessment:</b> Completion of Module 4 Key Concept Assessment Questions <a href="#">Rubric</a></p> <p><b>Assessment:</b> Partnerships with Families and Professionals: Review Case Studies and determine communication practices with families and professionals. <a href="#">Partnerships with Families and Professionals Case Studies</a></p>	<p>9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues;</p> <p>11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;</p> <p>11K. establish productive relationships with parents and guardians in support of student learning and well-being;</p>
<p><b>Week 5</b></p>	<p><b>Module 5 Teaching Students with Disabilities</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 3: Teaching Students with Higher Incidence Disabilities</li> <li>• Chapter 4: Teaching Students with Lower-Incidence Disabilities</li> <li>• Meeting needs of students with disabilities</li> <li>• <a href="#">Special Education (mn.gov)</a></li> <li>• <a href="#">IDEA Disability Categories / Understood - For learning and thinking differences</a></li> </ul>	<p><b>Assignment: Assessment:</b> Completion of Module 5 Key Concept Assessment Questions including reviewing resources on ADHD and dyslexia characteristics, neurological differences and strategies.</p> <p><b>Assignment</b> Dept of Ed Resources: Teaching Students with Other Special Learning Needs; <a href="#">Checklists (MN.gov)</a></p>	<p>4B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents.</p>



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		<ul style="list-style-type: none"> <li>• <a href="#">Attention-Deficit/Hyperactivity Disorder (AD/HD) and Dyslexia - International Dyslexia Association</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• EDU 3200 Module 5 Learning Content class lecture presentation</li> <li>• Differentiation examples</li> <li>• Reading Interventions - Add to Toolkit</li> </ul>	<p>of Minnesota Criteria for Special Education Eligibility;</p> <p><b>Assignment:</b> Create an introduction letter to the class families where your field experience hours will be completed.</p> <p><b>Assignment:</b> Research the 13 categorical disability areas, gifted education and 504 qualifications. Choose one and create a presentation. List the defining characteristics of each, qualifying factors and considerations. Include information on learning difficulties, dyslexia characteristics, perceptual difficulties, and special physical or mental challenges, gifts, and talents. Include strategies to utilize with the learners, including how a structured literacy approach would be beneficial.</p> <p><b>Assessment:</b> Exceptionality Project and Delivery <a href="#">Rubric Exceptionality Presentation</a></p> <p><b>Assessment:</b> Quiz on evidence-based practices for instructional routines. <a href="#">Quiz</a></p>	<p>Dyslexia: C(1) the nature and symptoms of dyslexia.</p> <p>Dyslexia: C(2) resources available for students who show characteristics of dyslexia.</p> <p>Dyslexia: C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including structured literacy approach.</p>
<p><b>Week 6</b></p>	<p><b>Module 6</b></p> <p><b>Teaching Students with Other Special Needs; Gifted and Talented</b></p> <p><b>Meeting the needs of culturally linguistically different &amp; At-risk students</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 Teaching Students with Other Special Needs; Gifted and Talented</li> <li>• <a href="#">Gifted and Dyslexic: Identifying and Instructing the Twice Exceptional Student - International Dyslexia Association</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• EDU 3200 Module 6 Learning Content class lecture presentation</li> <li>• <a href="#">Rethinking Giftedness Film - YouCubed</a></li> </ul>	<p><b>Assessment:</b> Completion of Module 6 Key Concept Assessment Questions <a href="#">Rubric</a></p> <p><b>Assignment</b> Disproportionality and Bias in Special Ed: Read article from National Center for Learning Disabilities: Significant disproportionality in Special Ed: Trends Among American Indian and Alaska native Students.</p>	<p>5I. vary the instructional process to address the content and purposes of instruction and the needs of students;</p> <p>11K. establish productive relationships with parents and guardians in support of student learning and well-being</p> <p>Dyslexia: C(2) resources available for students who show characteristics of dyslexia.</p>



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				<p>Dyslexia: C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including structured literacy approach.</p> <p>Dyslexia C (4) Outcomes of intervention and lack of intervention for students who show characteristics of dyslexia</p>
<p><b>Week 7</b></p>	<p><b>Module 7</b></p> <p><b>Effective Differentiated Instruction for ALL Students</b></p> <p>Review the importance and differences of: Explicit Instruction Systematic Instruction Cumulative Practice</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 6 Effective Differentiated Instruction for ALL student</li> <li><a href="#">What Works Clearinghouse Resources on Reading</a></li> <li><a href="#">English Learners and Dyslexia - International Dyslexia Association</a></li> <li><a href="#">MDE Special Ed Categories</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>EDU 3200 Module 7 Learning Content class lecture presentation</li> <li><a href="#">Solving the Achievement Gap Through Equity, Not Equality   Lindsey Ott   TEDxYouth@Columbia - YouTube</a></li> </ul>	<p><b>Assessment:</b> Completion of Module 7 Key Concept Assessment Questions <a href="#">Rubric</a> Creating Equitable Instruction</p> <p><b>Quiz:</b> Exceptionalities Definitions and Characteristics <a href="#">Quiz</a></p> <p><b>Assignment:</b> Written reflection about the differences learners will have when they come to a general education classroom, how to incorporate teaching methods that demonstrate understanding of the varied experiences of the k-6 learner in your classroom and address the different ways these students perform and learn. Include how explicit and systematic instruction along with cumulative practice helps all students in the classroom.</p>	<p>4B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents.</p> <p>Dyslexia: C(1) the nature and symptoms of dyslexia.</p> <p>Dyslexia: C(2) resources available for students who show characteristics of dyslexia.</p> <p>Dyslexia: C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including structured literacy approach.</p>
<p><b>Week 8</b></p>	<p><b>Module 8</b></p> <p><b>Response to Intervention and Multi-Tiered Systems of Support</b></p> <p><b>Referrals and Placement Instructional Designs</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 7: Response to Intervention and Multi-Tiered Systems of Support</li> <li><a href="#">MDE Special Ed Categories</a></li> <li><a href="#">10 Effective DAP Teaching Strategies / NAEYC</a></li> <li><a href="#">Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties - International Dyslexia Association</a></li> </ul>	<p><b>Assessment:</b> Completion of Module 8 Key Concept Assessment Questions <a href="#">Rubric</a></p> <p><b>Assessment</b> Teaching Strategies Review MN Standards and Cultural Standards <a href="https://education.mn.gov/MDE/dse/MDE086456">https://education.mn.gov/MDE/dse/MDE086456</a> <a href="https://education.mn.gov/mde/dse/">https://education.mn.gov/mde/dse/</a> Universal Design Universal</p>	<p>8G. evaluate plans in relation to short-range and long-range goals and systematically adjust plans to meet student needs and enhance learning.</p>



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	<p>Universal Design Differentiated Instruction Lesson Plan Development: Review MN &amp; Cultural Standards Assessments Vocabulary Context for Learning (strategies/supports /accommodations/ modifications) Background Instructional Strategies/Learning Tasks Reflection</p> <p>Class Zoom 3:00- 3:30pm</p>	<ul style="list-style-type: none"> <li><a href="#">Universal Screening: K–2 Reading - International Dyslexia Association</a></li> <li><a href="#">MN Department of Ed   Dyslexia</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>EDU 3200 Module 8 Learning Content class lecture presentation</li> </ul>	<p>Written response on how to ensure that lessons are connecting developmentally appropriate instruction that meets the needs of children with exceptionalities.</p> <p><a href="#">Written Assessment Rubric</a></p>	<p>Dyslexia: C(1) the nature and symptoms of dyslexia.</p> <p>Dyslexia: C(2) resources available for students who show characteristics of dyslexia.</p> <p>Dyslexia: C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including structured literacy approach.</p>
<p><b>Week 9</b></p>	<p><b>Module 9</b></p> <p><b>Interventions and Assessment</b></p> <p>Intervention and Assessment</p> <p>Understand tiered models and response to intervention. Student Assistance Teams - Interventions</p> <p>Review assessments for sample students and recognize the characteristics of the assessment, uses and limitations.</p> <p>Practice tracking data to report on progress</p> <p>Review of explicit instruction, systematic instruction, cumulative practice, teacher-directed</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Read Chapter 13: Literacy</li> <li><a href="#">Why Teachers Must Be Data Experts</a></li> <li><a href="#">Minnesota Multi-tiered System of Supports (MnMTSS)</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>EDU 3200 Module 9 Learning Content class lecture presentation</li> </ul>	<p><b>Assessment:</b> Completion of Module 9 Key Concept Assessment Questions <a href="#">Rubric</a></p> <p><b>Assignment:</b> Models of Intervention Assessment <a href="#">Minnesota Multi-tiered System of Supports (MnMTSS)</a> <a href="#">Why Teachers Must Be Data Experts</a></p> <p><b>Assignment:</b> Teacher Candidates will develop and implement a lesson in a K - 6 classroom, using varied teaching approaches and incorporating universal design while meeting the needs of all the learners in the group. Teaching approaches should be sensitive to the varied experiences of your K-6 learners that address different learning and performance modes to ensure that all students are meeting their developmentally appropriate goals and moving forward in a classroom. Teaching will incorporate explicit, systematic instruction with teacher-directed learning to support and guide the children throughout the lesson. Teacher Candidates will implement the lessons within their field experience classroom. Completed lesson plans, including post-lesson reflections, will be turned in to D2L.</p>	<p>3D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;</p> <p>4L. Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes.</p> <p>4M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;</p> <p>5E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;</p>



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	<p>instruction, and the importance of lesson reflection.</p> <p>Math Interventions to add to toolkit:</p> <p>Number Identification Subitizing</p>		<p><b>Assessment:</b> Teacher Candidates will present their lesson to the class, share on process determining how to meet the various developmental needs of their exceptionalities group, instructional modes used and if they were successful based on data gathered. Also noted will be their self-evaluation on how lesson went, modifications needed and strategies to incorporate for next time. <a href="#">Presentation Assessment Rubric</a></p> <p><b>Assessment:</b> Begin <b>15 hours of Field Experience</b></p> <ul style="list-style-type: none"> <li>• Teacher Candidates will assist with K-6 learners and monitor practice of students and needs</li> <li>• Discuss with teacher types of exceptionalities in classroom and service model used.</li> <li>• Discuss referral process with teacher.</li> <li>• Observe an intervention with a k-6 learner.</li> <li>• Assess and review learner data to develop lesson</li> <li>• Discuss with the classroom teacher</li> <li>• Implement lesson with the model of multi-tiered approach using universal design meeting the needs of all the learners in the group</li> <li>• Document experience.</li> <li>• Complete a guided journal and reflection paper over the course of their field experience on designated topics. <a href="#">Field Experience Observations and Reflection Questions</a></li> </ul>	<p>5I. vary the instructional process to address the content and purposes of instruction and the needs of students;</p> <p>7G. foster sensitive communication by and among all students in the class;</p> <p>8C. plan instructional programs that accommodate individual student learning styles and performance modes;</p> <p>8G. evaluate plans in relation to short-range and long-range goals and systematically adjust plans to meet student needs and enhance learning.</p> <p>9D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;</p> <p>9E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;</p> <p>9J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and</p>
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				<p>analysis of student work;</p> <p>Dyslexia: C(1) the nature and symptoms of dyslexia.</p> <p>Dyslexia: C(2) resources available for students who show characteristics of dyslexia.</p> <p>Dyslexia: C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including structured literacy approach.</p> <p>Dyslexia C (4) Outcomes of intervention and lack of intervention for students who show characteristics of dyslexia</p>
<p><b>Week 10</b></p>	<p><b>Module 10</b></p> <p><b>Assessment</b></p> <p>Continue Intervention and Assessment</p> <p><b>Activity:</b> Evaluate/Review assessments of sample culturally and linguistically diverse students and evaluate through the use of checklists on the characteristics of the assessment, uses and limitations (bias, validity, reliability, scoring concerns)</p> <p><b>Dyslexia</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 12 Assessment</li> <li><a href="#">Districts, Schools and Educators (mn.gov)</a> Dream Catcher Project</li> <li><a href="#">Dyslexia Handbook</a></li> <li><a href="#">US Department of Ed Letter on High-Quality Education for Children with SLD and Dyslexia Guidance</a></li> <li><a href="#">Dyslexia in the Schools: Assessment and Identification   Reading Rockets</a></li> <li><a href="#">Dyslexia in the Classroom: What Every Teacher Needs to Know</a></li> <li><a href="#">The Dyslexia Toolkit (National Center for Learning Disabilities)</a></li> <li><a href="#">Dyslexia Assessment: What Is It and How Can It Help? - International Dyslexia Association</a></li> <li><a href="#">Dyslexia and the Brain - International Dyslexia Association</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>EDU 3200 Module 10 Learning Content class lecture presentation</li> </ul>	<p><b>Assessment:</b> Completion of Module 10 Key Concept Assessment Questions <a href="#">Rubric</a></p> <p><b>Assignment:</b> Chapter 12 Study Guide Notes; Written response on how Teacher Candidates will utilize assessment to ensure that all children are meeting their developmentally appropriate goals and moving forward in a classroom. <a href="#">Chapter 12 Study Guide Notes</a></p> <p><b>Assignment</b> Reducing Bias in Education/Dream Catcher Project <a href="#">Districts, Schools and Educators (mn.gov)</a> Dream Catcher Project</p> <p><b>Assessment</b> Intervention and Assessment Paper: Write a paper demonstrating knowledge of recognizing and describing the steps for intervention, assessment and IEP creation, including procedural</p>	<p>3E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains; Subpart 4.</p> <p>4L. Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance Modes.</p> <p>4M. accommodate a student's learning differences or needs regarding time and circumstances for</p>



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<p>Screening practices, interventions, and progress tracking</p>		<p>safeguards. <a href="#">Written Assessment Rubric</a></p> <p>Field Experience:</p> <ul style="list-style-type: none"> <li>• Teacher Candidates will assist with K-6 learners and monitor practice of students and needs</li> <li>• Observe a learner assessment either in classroom or individual.</li> <li>• Review dyslexia screening practices in the K-6 classroom. Reference Appendix A: Dyslexia Screening Characteristics <a href="#">MDE Teacher Checklist for Characteristics of Dyslexia</a></li> <li>• Complete the Dyslexia checklist on at least one k-6 learner.</li> <li>• Screen: Assess same learner on appropriate ability using Dibels benchmark screening. <a href="#">Testing Materials   DIBELS® Diebels Grade Level Benchmarks</a></li> <li>• Review learner data with focus on identifying the processing area that is listed for possible recommendations with dyslexia. Discuss with the classroom teacher.</li> <li>• Develop and choose an accommodation as part of the lesson plan and deliver lesson specific to what assessed learner needs.</li> <li>• Reflect on process using dyslexia checklist, Dibels benchmark assessment and specific lesson targeting learner needs.</li> <li>• Write the response to the assessment as to whether it was successful or needs more information.</li> </ul> <p><b>Assignment:</b> Teacher Candidates will develop and implement a lesson in a</p>	<p>work, tasks assigned, communication, and response modes;</p> <p>4N. identify when and how to access appropriate services or resources to meet exceptional learning needs;</p> <p>5I. vary the instructional process to address the content and purposes of instruction and the needs of students;</p> <p>8C. plan instructional programs that accommodate individual student learning styles and performance modes;</p> <p>8G. evaluate plans in relation to short-range and long-range goals and systematically adjust plans to meet student needs and enhance learning.</p> <p>9B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;</p> <p>9E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes</p>
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			<p>K - 6 classroom for an individual or small group of learners, using varied teaching approaches and incorporates universal design based specifically on the assessment data gathered from the Dyslexia Checklist and Dibels Benchmark Assessment information. Teaching approaches should be sensitive to the varied experiences of your students that address different learning and performance modes to ensure that all students are meeting their developmentally appropriate goals and moving forward. Teaching will incorporate explicit, systematic instruction with teacher-directed learning to support and guide the children throughout the lesson. Teacher Candidates will implement the lessons within their field experience classroom. Teacher Candidates will turn in completed lesson plans, including post-lesson accommodations reflections to D2L.</p> <p><b>Assignment:</b> Teacher Candidates will present their lesson to the class, share on process of using assessment data to develop a lesson specific to the learner needs, instructional modes used and if they were successful based on data gathered. Also noted will be their self-evaluation on how lessons went and strategies to incorporate for next time.</p> <p><b>Assessment:</b> Lesson Plan, Delivery and Evaluation; Checklist on Learner Assessments, Effectiveness and Developmentally Appropriate</p> <p><b>Assessment:</b> Quiz on the characteristics and symptoms of dyslexia. Quiz</p>	<p>being evaluated and to other diagnostic purposes;</p> <p>9J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;</p> <p>9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues;</p> <p>C(1) the nature and symptoms of dyslexia;</p> <p>C(2) resources available for students who show characteristics of dyslexia.</p> <p>C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach;</p> <p>C(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.</p>
<p><b>Week 11</b></p>	<p><b>Module 11</b> <b>Disability, Disadvantage or difference</b></p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>EDU 3200 Module 11 Learning Content class lecture presentation</li> </ul>	<p><b>Assessment:</b> Completion of Module 11 Key Concept Assessment Questions <a href="#">Rubric</a></p>	<p>4L. Use teaching approaches that are sensitive to the varied experiences</p>



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	<p>Review Social Emotional supports for Toolkit</p>	<p><b>Optional:</b> Class Zoom 3:00-3:30pm</p>	<p><b>Field Experience:</b></p> <ul style="list-style-type: none"> <li>• Teacher Candidates will observe and reflect on identifying disability, disadvantage and difference in the a k-6 classroom.</li> <li>• Complete time-on task assessment of a child.</li> <li>• Attend a referral, assessment and/or IEP meeting, noting general education teacher's responsibilities.</li> <li>• Observe and reflect on teacher strategies when communicating with parents/families.</li> <li>• Assess and review learner data from the previous week lesson. Change lesson plan to note adjustments needed, new strategies to utilize within the lesson plan template.</li> <li>• Deliver the modified lesson to the same learner(s) as the previous week.</li> <li>• After delivery, reflect on the modified lesson and how it was more successful with learners than the previous week.</li> <li>• Discuss with the classroom teacher.</li> <li>• Document experience</li> </ul> <p><b>Assessment:</b> Written paper on the process of identifying and assessing a learner with possible dyslexia, developing a lesson based on the information gathered, determining what specifically will be taught and why, and reflections after the lesson was delivered. Describe specifically what was changed in the reteaching of the lesson, the results of that change and reflect on why those changes were successful or not. Discuss why it is important to incorporate explicit, systematic</p>	<p>of students and that address different learning and performance modes.</p> <p>4M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;</p> <p>5E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;</p> <p>5H. monitor and adjust strategies in response to learner feedback.</p> <p>5I. vary the instructional process to address the content and purposes of instruction and the needs of students</p> <p>8C. plan instructional programs that accommodate individual student learning styles and performance modes;</p> <p>8G. evaluate plans in relation to short-range and long-range goals and systematically adjust plans to meet student needs and enhance learning.</p> <p>Dyslexia: C(1) the nature and symptoms of dyslexia.</p> <p>C(2) resources available for</p>
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## Fond du Lac Tribal and Community College Elementary Education Program



			<p>instruction with teacher-directed learning to support and guide specifically children with exceptionalities. Also include how to recognize the overlapping characteristics of disability with disadvantages and difference and the best practice for approaching this in your classroom and teaching. <u>Written Assessment Rubric</u></p> <p><b>Assignment:</b> Teacher Candidates will develop a Dyslexia Resource Guide for their intervention toolkit, including definition, signs and symptoms, examples of interventions including structured literacy strategies, and other information that could be used in their classrooms and shared resources with families.</p>	<p>students who show characteristics of dyslexia; C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and C(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.</p>
Week  12	Module 12  Assistive Technology	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Assistive Technology for Special Education Students   Disability Rights Washington</a></li> <li>• <a href="#">STC Lending Library - PACER Center</a></li> <li>• <a href="https://mn.gov/admin/assets/d-4-assistive-technology-and-schools_tcm36-186833.pdf">https://mn.gov/admin/assets/d-4-assistive-technology-and-schools_tcm36-186833.pdf</a></li> <li>• <a href="#">Overview of Instructional and Assistive Technology: Critical Tools for Students Who Struggle - International Dyslexia Association</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• EDU 3200 Module 12 Learning Content class lecture presentation</li> </ul>	<p><b>Assessment:</b> Completion of Module 12 Key Concept Assessment Questions <a href="#">Rubric</a></p> <p><b>Assignment</b> Assistive Technology <a href="#">How to Advocate for Assistive Technology Tools and Services - International Dyslexia Association</a></p> <p><b>Assignment:</b> Review the learning content on assistive technology with special education students. Research assistive technology possibilities for learners given specific concerns presented in the site classrooms with a consideration of community and cultural structures. Assess/review data on children who need an intervention.</p> <p>Choose one assistive technology tool and create a PowerPoint presentation describing the tool, its capabilities, students it might be used with and how it would create equity for those children utilizing this tool.</p> <p><b>Assessment:</b> Teacher Candidates will complete one activity/intervention at your field experience site using your chosen assistive technology tool. Report your observation and findings</p>	<p>5H. monitor and adjust strategies in response to learner feedback.</p> <p>5I. vary the instructional process to address the content and purposes of instruction and the needs of students;</p> <p>5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;</p> <p>7K. use a variety of media and educational technology to enrich learning opportunities.</p> <p>8C. plan instructional programs that</p>



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			<p>of using this tool with a child and/or children in your PP presentation. Document experience. <a href="#">Presentation Assessment Rubric</a></p> <p><b>Field Experience:</b></p> <ul style="list-style-type: none"> <li>• Teacher Candidates will assist with K-6 learners and monitor practice of students and needs</li> <li>• Identify assistive technology needs in the classroom</li> <li>• Develop a lesson using a chosen assistive technology tool.</li> <li>• Discuss with teacher, then deliver lesson to an individual or group of children.</li> <li>• Document the experience</li> </ul>	<p>accommodate individual student learning styles and performance modes;</p>
<p><b>Week 13</b></p>	<p><b>Module 13</b></p> <p><b>Motivation</b></p> <p>Accommodations Mental Health Needs Sensory Impairments Special Health Needs: Epilepsy Seizure Disorders Asthma</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8: Improving Motivation and Social Behavior</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• EDU 3200 Module 13 Learning Content class lecture presentation</li> </ul>	<p><b>Assessment:</b> Completion of Module 13 Key Concept Assessment Questions List two specific holistic Anishinaabe practices to help children who might be dysregulated. <a href="#">Rubric</a></p> <p><b>Field Experience</b></p> <ul style="list-style-type: none"> <li>• Teacher Candidates will assist with K-6 learners and monitor practice of students and needs</li> <li>• Observe and identify accommodations used in the classroom.</li> <li>• Observe and reflect on paraprofessional utilization in the classroom.</li> </ul> <p><b>Assignment</b> Increasing Motivation: How to improve motivation in elementary k-6 learners. Research ideas on improving motivation for elementary age learners, then write a short paragraph describing one strategy to increase their motivation, why it is key for children with exceptionalities, how you will use it in your classroom and why you think it would motivate children with exceptionalities</p>	<p>Dyslexia: C(2) resources available for students who show characteristics of dyslexia.</p> <p>Dyslexia: C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including structured literacy approach.</p>



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<p><b>Week 14</b></p>	<p><b>Module 14</b> <b>Inclusion</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 9 Promoting Inclusion with Classroom Peers</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>EDU 3200 Module 14 Learning Content class lecture presentation</li> <li><a href="#">Love Them First: Lessons From Lucy Laney Elementary - Bing video</a></li> </ul>	<p><b>Assessment:</b> Completion of Module 14 Key Concept Assessment Questions</p> <p><b>Assessment:</b> Written paper on inclusion and how they will specifically support the cultural and linguistic differences of learners in their future classroom. <a href="#">Written Assessment Rubric</a></p> <p><b>Assignment:</b> Love Them First – Lessons from Lucy Laney Elementary School written response on equity, diversity and resilience of children with exceptionalities.</p> <p><b>Field Experience</b></p> <ul style="list-style-type: none"> <li>Teacher Candidates will assist with K-6 learners and monitor children and needs.</li> <li>Observe and document evidence of FAPE and LRE in classroom. Discuss with teacher their responsibilities in upholding FAPE and LRE.</li> </ul>	<p>4N. identify when and how to access appropriate services or resources to meet exceptional learning needs;</p> <p>7G. foster sensitive communication by and among all students in the class;</p> <p>Dyslexia: C(2) resources available for students who show characteristics of dyslexia.</p> <p>Dyslexia: C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including structured literacy approach.</p>
<p><b>Week 15</b></p>	<p><b>Module 15</b> <b>Transitions Attention Study Skills</b></p> <p>Transitions: To Elementary To High School Beyond High School</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 10 Improving Attention and Memory</li> <li>Chapter 11 Teaching Study Skills</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>EDU 3200 Module 15 Learning Content class lecture presentation</li> </ul>	<p><b>Field Experience</b></p> <ul style="list-style-type: none"> <li>Teacher Candidates will assist K-6 learners and monitor children and needs.</li> <li>Observe and reflect on how cultural and linguistic differences are supported in the school and classroom.</li> <li>Complete and document 15 hours of field experience</li> </ul>	
<p><b>Week 16</b></p>	<p><b>Finals Week - Project Presentations</b></p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>EDU 3200 Week 16 Learning Content class lecture presentation</li> </ul> <p><b>Optional:</b> Class Zoom 3:00-3:30pm</p> <p>Final Projects: Demonstrating commitment to meeting the needs of exceptional students. Legal underpinnings, best practices, holistic</p>	<p><b>Assessment:</b> Personal Philosophy Paper - Teacher Candidates will create a paper related to learning and field experience working with learners who have exceptionalities. Identify philosophical imperatives supporting inclusive education and a person-first ideology through writing a personal philosophy to responsibilities that will drive their work in this realm of education. (Quality of life, civil rights, improved achievement). Commitment to</p>	<p>4B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents.</p> <p>Dyslexia: C(1) the nature and</p>



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		<p>supports and continuous growth and understandings.in relation to children with exceptionalities, including those with dyslexia.</p>	<p>meeting the needs of exceptional children. Legal underpinnings, best practices, holistic supports and continuous growth and understanding. <a href="#">Rubric EDU 3200 Final Philosophy of Education Paper.docx</a> (Key Disposition Assessment)</p> <p><b>Assessment:</b> Teacher Candidates will create a Field Experience Presentation about reflections and learning this semester on children with exceptionalities, including pictures and summaries of your presented lessons and key concepts learned. <a href="#">Presentation Assessment Rubric</a></p>	<p>symptoms of dyslexia.</p> <p>Dyslexia: C(2) resources available for students who show characteristics of dyslexia.</p> <p>Dyslexia: C(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including structured literacy approach.</p>
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### Grading

#### Assignments & Points

See assignment sheet shared in class and on D2L. Points will be given for specified assignments as well as quizzes, activities and engagement in class. Please note: As part of this course, students MUST complete 15 hours of field experience, which includes completing the documentation for assigned placement.

#### Requirements and Points:

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

Grade	%	Points
<b>A</b>	100-90	439-395
<b>B</b>	89-80	394-351
<b>C</b>	79-70	350-307
<b>D</b>	69-60	206--263

#### Grades

You can check your grade through D2L Brightspace ASSESSMENTS/GRADES at any point during the semester. If you have any questions, please contact me immediately.

You can expect to have graded assignments returned typically within a week of the due date of the assignment. Your grade will reflect how well you have mastered the material; not how hard you have worked.



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### Course Calendar

The course calendar will be shared with students in class and on D2L. The instructor may make adjustments or changes. Notification will be given in class prior to any change.

### **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 and Professional Outcomes:

#### **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.



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

### Professional Outcome: Content and Pedagogical Knowledge

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

### **GWAYAKWAADIZIWIN – Living a Balanced Way**

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

### Disposition: Communication and Collaboration

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

- **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 that 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.



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- 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 the 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.



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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.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

Professional Outcome: Generation of New Knowledge

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



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### MN Transfer Curriculum Goal Area

#### **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:

3D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

3E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

Subpart 4.

**Standard 3, Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

4B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

4M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

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

Subpart 5. **Standard 4, Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;

5H. monitor and adjust strategies in response to learner feedback.

5I. vary the instructional process to address the content and purposes of instruction and the needs of students;

5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;

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:

7G. foster sensitive communication by and among all students in the class;

7K. use a variety of media and educational technology to enrich learning opportunities.

Subpart 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8C. plan instructional programs that accommodate individual student learning styles and performance modes;



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8G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

- 9B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
- 9D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- 9E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- 9J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
- 9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues;

Subpart 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

- 11C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
- 11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
- 11K. establish productive relationships with parents and guardians in support of student learning and well-being;

Dyslexia information:

(c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association and must address:

- (1) the nature and symptoms of dyslexia;
- (2) resources available for students who show characteristics of dyslexia;



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- (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and
- (4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.
- (d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum

### **College Policies and Procedures**

#### **Academic Integrity/Plagiarism**

**Academic Honesty and Classroom Conduct:** 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.

Plagiarism, or presenting the writing of another as your own (a.k.a. "copying"), results in an F for this course and is subject to any other disciplinary actions mandated by this institution and the Minnesota State system.

#### **Accommodations/Disabilities 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 disability sufficient 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](mailto:trish.berger@fdltcc.edu) or 218-879-0864. For more information please visit <https://fdltcc.edu/student-support/accessibility-services/>



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### Student support services

TRIO: Student Support Services Adjusting to college life can be a difficult task. The transition is made easier at Fond du Lac Tribal and Community College through the supportive and caring environment created by the Student Support Services (SSS) program. TRIO: SSS is here to help students gain the confidence and skills necessary to succeed in college and accomplish their educational and professional goals. 10 TRIO: SSS provides resources, information, academic instruction, and support services to 175 eligible students each year. The purpose is to help low-income, first generation (neither parent has received a four-year degree), or students with disabilities achieve their educational goals. When a student is eligible to become a TRIO: SSS student, they can receive professional tutoring from qualified instructors by signing up in the Center for Academic Achievement. Advisors can help students with year-long academic planning and educational goals, tutoring, transfer assistance, and financial literacy

### 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 strives to achieve. To help support our students in their educational journeys, FDLTCC uses a communication platform called North Star. Students can raise their hand 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.

### 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 Jesse Stirewalt, Director of Housing and Student Activities at 218-590-3345 or [jstirewalt@fdltcc.edu](mailto:jstirewalt@fdltcc.edu).



## Fond du Lac Tribal and Community College Elementary Education Program



### Statement of Diversity

The entire class will benefit from the wealth of diversity brought by each individual, so students are asked to extend every courtesy and respect that they, in turn, would expect from the class.

This college is committed to creating a positive, supportive environment that welcomes diversity of opinions and ideas for students. There will be no tolerance of race discrimination/harassment, sexual discrimination/harassment, or discrimination/harassment based on age, disability, color, creed, national origin, religion, sexual orientation, marital status, status regarding public assistance, or membership in a local commission.

## Course Policies and Procedures

### Attendance

Week 1: Students who do not attend this class during the first week of the semester will be dropped from the course for non-attendance.

Please see me or send me an email with any attendance-related issues throughout the semester.

Your school email address will be automatically entered in D2L, and this is the email address I will use to communicate with you. You can log into your SCTCC email address with the following credentials:

**Username:** [YOURStarID@go.minnstate.edu](mailto:YOURStarID@go.minnstate.edu)

**Password:** Your StarID password

For email questions/issues, please contact the Information Technology Staff.

**Attendance is the main key to success in any course.** It is essential that students attend class both in person and online.

### Late Policy

**It is important that students complete work in a timely manner.** Late work will not be accepted unless agreed upon by the instructor prior to the due date.

### Navigating D2L

We will use a course management system called **D2L Brightspace** for this course. Briefly, these are the categories commonly used by instructors at FDLTCC.

- The **Content** menu will contain all the content information for the course, including weekly outlines, lectures, projects, etc. You should be able to print or copy and save any of the material you find here, and this area is where you will spend most of your class time.
- The **Other Tools/Classlist** menu gives you the ability to contact your classmates and your instructor through email. This function is not to be used for non-class-related communication, or communication that you would not share in front of your instructor were this a face to face class.
- **Sending EMAIL to the Instructor use the Other Tools/Classlist menu:** Include in the SUBJECT line – *Course Title, Name, and Topic of the email.*
- The **Discussions** menu gives you the ability to contain space to engage in directed, asynchronous discussions with fellow students.
- The **Assignment** menu will be used to upload assignments and course work.



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- Click on **Grades** menu to check points for individual assignments and for total points earned so far.
- All D2L Brightspace Assignment submissions for this class must be in .docx (Microsoft Word) format. If you submit in any other format, your assignment will not be graded. If you need help with this feature, contact the Student Computer Lab.

### Accessibility & Data Privacy Policies

The Accessibility and Data Privacy Policies are found in the Student Handbook

<https://fdltcc.edu/academics/student-handbook/>

### Class Environment

In order to assure that we can have a free and open discussions and help each other, I expect each person to respect the confidentiality of what your classmates are willing to share while at the same time I ask that each of you exercise good judgment in what you choose to share, avoiding non-public or sensitive information. Your discussion post writing in this course will be shared with the class.

When engaged in online interaction, it is important that we all follow netiquette. This means our feedback must be clear, concise, not in all capital letters (which indicates yelling) with primary focus on the positive and negatives in the form of encouragement and specific suggestions on how to fix what we are disagreeing with. We should keep comments specific to what we are studying and reflecting on in class.

Students are reminded to follow basic rules of civil communications:

- There will be no inappropriate language, threats, or negative personal comments tolerated. All such correspondence will be forwarded to the Student Conduct Officer for appropriate action.
- Additionally, students are urged to report to the instructor immediately any harassment by a classmate, whether by email or on the Discussion Board and to forward the offending messages.

### Reference List:

- Mastropieri, M., Scuggs, T. (2018). The Inclusive Classroom: Strategies for effective instruction (6th edition). Upper Saddle River: Pearson.
- [10 Effective DAP Teaching Strategies | NAEYC](#)
- <https://education.mn.gov/MDE/dse/sped/mon/prog/list/>
- <https://www.understood.org/en/school-learning/special-services/special-education-basics/conditions-covered-under-idea>
- <https://www.pacer.org/stc/library/>
- <https://dyslexiaida.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>
- [Things People with Disabilities Wish you Knew](#)
- [Section 504 of the Rehabilitation Act of 1973/Understood - For learning and thinking differences](#)
- [ARC- What's the Difference between 504 and IEP](#)
- [3 Keys to More Effective Collaboration in an Inclusive Elementary Classroom | Edutopia](#)
- [Expanding parent engagement to include culturally diverse families – Families and Schools Together, Inc.](#)
- [Special Education \(mn.gov\)](#)
- [IDEA Disability Categories / Understood - For learning and thinking differences](#)
- [Assistive Technology for Special Education Students | Disability Rights Washington](#)
- [Checklists](#)



# Fond du Lac Tribal and Community College Elementary Education Program



- [Significant Disproportionality in Special Education: Current Trends and Actions for Impact \(massurban.org\)](http://massurban.org)
- [Collier SE.pdf \(nau.edu\)](#)
- [Rethinking Giftedness Film - YouCubed](#)
- [Resources \(ed.gov\)](#)
- [Solving the Achievement Gap Through Equity, Not Equality | Lindsey Ott | TEDxYouth@Columbia - YouTube](#)
- <https://education.mn.gov/MDE/dse/sped/cat/>
- <https://education.mn.gov/MDE/dse/MDE086456>
- <https://education.mn.gov/mde/dse/>
- <https://education.mn.gov/MDE/dse/mtss/>
- [STC Lending Library - PACER Center](#)
- [https://mn.gov/admin/assets/d-4-assistive-technology-and-schools\\_tcm36-186833.pdf](https://mn.gov/admin/assets/d-4-assistive-technology-and-schools_tcm36-186833.pdf)
- [Love Them First: Lessons From Lucy Laney Elementary School Documentary](#)

### Dyslexia Resources:

- [MDE Teacher Checklist for Characteristics of Dyslexia](#)
- <https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>
- <https://www.readingrockets.org/article/dyslexia-schools-assessment-and-identification>
- [MN Department of Ed | Dyslexia](#)
- <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdg2/~edisp/mde086773.pdf>
- [DITC - Handbook.pdf \(dyslexiaida.org\)](#)
- [The Dyslexia Toolkit \(National Center for Learning Disabilities\)](#)
- [Attention-Deficit/Hyperactivity Disorder \(AD/HD\) and Dyslexia - International Dyslexia Association](#)
- [Gifted and Dyslexic: Identifying and Instructing the Twice Exceptional Student - International Dyslexia Association](#)
- [English Learners and Dyslexia - International Dyslexia Association](#)
- [Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties - International Dyslexia Association](#)
- [Universal Screening: K–2 Reading - International Dyslexia Association](#)
- [Why Teachers Must Be Data Experts](#)
- [Overview of Instructional and Assistive Technology: Critical Tools for Students Who Struggle - International Dyslexia Association](#)
- [How to Advocate for Assistive Technology Tools and Services - International Dyslexia Association](#)
- [Accommodations for Students with Dyslexia - International Dyslexia Association](#)
- [Effective Reading Instruction for Students with Dyslexia - International Dyslexia Association](#)
- [Testing Materials | DIBELS®](#)
- [Dyslexia Assessment: What Is It and How Can It Help? - International Dyslexia Association](#)

## Lesson Plan Template

Teacher Candidate Name	Subject/Anticipated length of the lesson	Grade	Date
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**MN Academic Standards:**



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**Cultural Standard/Disposition:**

*Reviewing the Conceptual Framework, what disposition are you incorporating into your lesson?*

**Student Objective(s)/Learning Target(s):**

I can...

**Assessment**

How will you know that all students met the objective(s)/learning target(s)?

**Pre-assessment:** *What knowledge do students already have related to the objective of the lesson? What evidence have you collected to support this? How will you connect prior knowledge to the lesson?*

**Formative Assessment(s):***How do you intend to check for understanding throughout the lesson and what instructional decisions will you make based on the evidence you collect?*

**Summative Assessment(s)***When you look at your lesson objective(s), how will you find out if students learned what you intended at the end of the lesson/unit?*



### Academic Vocabulary

What **terms and/or concepts** will students need to know in this lesson?

How will you teach this vocabulary?

### Academic Language: function, forms, frame

What academic **language function** is required in this lesson? (*seek information, inform, compare, order, classify, analyze, infer, justify/persuade, solve problems, synthesize, evaluate*)

What **language form(s)** will support the **language function**? *Consult your academic language functions/forms chart to complete this section.*

Include one **sentence frame** you expect students to be able to complete if they have mastered the objective(s)/learning target(s). *Remember, the sentence frame should flow directly from the academic function/form(s) you have identified above.*

### Using the Context for Learning

Think about the students in your class who may need different strategies/supports, accommodations, or modifications to support instruction (e.g. students with IEPs, 504 plans, ELL, struggling readers, underperforming students, gaps in academic knowledge, and/or gifted students).

Learner Needs:	Describe how you will adjust/modify instruction for one or more need you have identified.
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### Background (provide a brief snapshot)



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**Title:** Give your lesson plan a title that describes what you're teaching in an engaging way.

**Overview:** *Provide a summary of your lesson with the idea that someone could read it and know what to expect without reading the rest of your lesson plan*

**From Theory to Practice:** You must have **at least 2 articles** from professional resources (that is, journals or books that include a "reference" list at the end of the article/chapter) that support your lesson plan idea. The resources should each be briefly summarized and, if possible, **provide hyperlinks** to both articles in your lesson plan. Make sure you explain how the resources connect to some aspect of your lesson.

#1:

#2:

**Instructional Strategies and Learning Tasks**

<b>Time</b>	<b>Frontloading, the Anticipatory Set:</b> What attention grabber/hook will you use to get students into the lesson? <i>Consider establishing relevance, asking higher order thinking questions and using hands-on experiences that draw in your students and get them excited and ready to learn.</i>
<b>Time</b>	<p><b>The Instructional Sequence</b> Possible steps:</p> <ul style="list-style-type: none"> <li>● Share learning targets/I Can statements to set purposes for learning</li> <li>● Model and check for understanding</li> <li>● Guided Practice and check for understanding</li> <li>● Independent Practice and monitor progress toward objectives</li> <li>● Assessment</li> </ul>
<b>Time</b>	<b>Closure:</b> <i>How will you involve students in closing the lesson (i.e. revisit and assess progress toward meeting the objective/learning target)?</i>



## Fond du Lac Tribal and Community College Elementary Education Program



### Reflection

Use specific examples of students' work, actions or quotes to support your reflection.

1. What parts of the lesson were successful? What anecdotal and assessment evidence supports this?
2. If you started this lesson over, what would you change and why?
3. What planning, environment, instruction, or assessment changes will you need to make for the next lesson? What specific evidence prompted you to consider these changes?

FDLTCC is a member of Minnesota State and is accredited by the Higher Learning Commission  
ADA Accessible Facility. Affirmative Action/Equal Opportunity Educator and Employer.

TTY users may call MN Relay Service at 711 to contact the college.

Fond du Lac Tribal and Community College, 2101 14<sup>th</sup> Street, Cloquet, MN 218-879-0800 / 800-657-3712