



Fond du Lac Tribal and Community College
Elementary Education Program



**EDU 3210 Educational Psychology
Syllabus Fall 2024
Completely Online-Asynchronous**

Instructor: Cheryl Overn
Office Hours: Monday’s 8:00 – 10:00am
Virtual appointments as needed. Email to set up.
Contact Information: cheryl.overn@fdltcc.edu
The best way to contact me is by email.

Course Information

GENERAL INFORMATION

Course Prefix and Number: EDU 3210 Title: Educational Psychology
3 Credits: Completely Online Asynchronous

Begin date: **August 26, 2024** – End date: **December 20, 2024**

[FDLTCC Academic Calendar](#) and [Student eServices](#)

Full refund is available until September 2, 2024, 11:59PM CST.
The last day to add this course is August 30, 2024. The last day to drop this course is August 30, 2024.
The last day to withdraw from this course is December 2, 2024.

MTC Goal Area: N/A

Pre-requisites:

- Acceptance into the teacher training program at FDLTCC
- SOC 2001 Human Diversity
- AMIN 2300 Culture Responsive Education

Co-requisites: None

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



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

Course Description:

This course focuses on educational psychology with an emphasis on both the Indigenous and non-Indigenous perspective. A multilevel framework is used to understand K-6 students, their families, and communities. Students will learn how historical trauma may affect the developmental progression of students and the individual variation within the social, emotional, moral, and cognitive domains. Students will also explore how culture and traditions may enhance wellness in an educational setting.

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

- Cisero Durwin, C. & Reese-Weber, M. (2018). *Ed Psych Modules* (3rd ed.). Sage
- Weaver, H. A. (2019). *Trauma and Resilience in the lives of Contemporary Native Americans: Reclaiming Our Balance, Restoring Our Wellbeing*. Routledge
- Campanelli, S. (Director). (2018). *Indian Horse* [Film]. Elevation Pictures
- Guest Lecturer (TBD)

Learning Outcomes

- Overview of historical trauma
- Exploration of historical trauma using a multilevel framework at the individual level, familial level, and the community level
- Impacts to Indigenous and non-Indigenous students at the various developmental domains:
 - Cognitive Development
 - Social Development
 - Emotional Development
 - Moral Development
- Importance of culture and traditions to restore wellbeing
- The study of How People Learn and Retain Information
- Different Teaching Methods
- Differences in Learning
- Gifted Students and Those with Learning Disabilities
- Culturally competent K-6 instructional strategies for the classroom that supports individual and group work



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Cultural Standards:

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

Cultural Standard (must meet 3 of 7)	Learning Outcomes that Align to Cultural Standards (two for each standard) The student will:	Cultural Assessment Description
<p>1. GIKENDAASOWIN – Knowing Knowledge To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.</p> <p><u>Disposition: Integrates Content and Pedagogical Knowledge</u> Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:</p> <ul style="list-style-type: none"> • <i>Technology</i>: Use technology effectively to improve student learning. • <i>Theory to Practice</i>: Applies current theory, research, and best practices to improve one’s professional practice as a teacher. • <i>Critical and Connected Thinking</i>: Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction. • <i>Reflective Practice</i>: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction. <p><u>Professional Outcome: Content and Pedagogical Knowledge</u> To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.</p>		
<p>2. 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.</p> <p><u>Disposition: Communication and Collaboration</u> Teacher candidates demonstrate professional, interpersonal, and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.</p> <ul style="list-style-type: none"> • <i>Reflective Collaboration</i>: Uses insights and inspiration of others to improve practice and can occur in: 	<ol style="list-style-type: none"> 1. Describe the cultural norms of the Indigenous community. 2. Reflect on fostering social competence and advancing moral development with children, then journaling on how to use the information about students’ families, cultures and communities as the basis for connecting instruction to students’ experiences. 2. Use culturally sensitive communication skills to interview Elders and community members on 	<p>Review and discuss the course readings from the Ed Psych modules, the Weaver text, and the Indian Horse video. Then, connect this to the knowledge gained and compare to the guest lecturer who will provide an Indigenous perspective on culturally sensitive communication skills when interviewing Elders and community members.</p> <p>Using the multilevel framework, students will create a culminating case study project that demonstrates their understanding of the impacts of historical trauma on a K-6 student’s</p>



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<ul style="list-style-type: none"> ○ Professional Learning Communities ○ Mentoring Programs ○ Peer Observations ○ Critical Friends Groups • <i>Community Involvement</i>: Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community. • <i>Communication</i>: Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms. <p><u>Professional Outcome</u>: Community and Collaboration To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.</p>	<p>their experiences and impacts from historical trauma.</p>	<p>learning. Using course readings and the video, candidates will incorporate individual experiences, talents, and prior learning, as well as language, culture, family, and community resources and values. Finally, students will connect this information and provide culturally competent instructional strategies.</p>
<p>3. ZOONGIDE'EWIN – Strong Hearted To provide a foundation on which we build and strengthen each teacher candidate’s resilience, innovation, and passion.</p> <p><u>Disposition</u>: 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.</p> <ul style="list-style-type: none"> • Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future. • Listens and responds to community needs and understands cultural norms as opportunities for growth and development. <p><u>Professional Outcome</u>: Transformational Leadership</p> <ul style="list-style-type: none"> • 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. 		
<p>4. AANGWAAMIZIWIN – Diligence and Caution To develop teacher candidates’ capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.</p> <p><u>Disposition</u>: Ethical Behavior Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.</p>	<ol style="list-style-type: none"> 1. Evaluate the impacts of historical trauma using a multilevel framework. 2. Analyze historical trauma and the impacts on the social, emotional, moral, and cognitive development of Indigenous and non-Indigenous K-6 students and 	<p>Students will compare and contrast historical trauma and its effects on Indigenous and non-Indigenous K-6 students in both rural and urban settings through submitting a 2-3 page paper that will demonstrate their understanding how historical trauma affects the environment outside of school, including family circumstances, community environments, health and economic</p>



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<ul style="list-style-type: none"> • 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). <p>Professional Outcome: Ethical Practitioner</p> <ul style="list-style-type: none"> • To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs. 	<p>the effects on learning.</p>	<p>conditions, may influence student life and learning in both Indigenous and non-Indigenous K-6 students in both rural and urban settings. Students will read the Weaver text, as well as gather their own literature. Use information from the readings and presentations on the book <i>Trauma and Resilience in the Lives of Contemporary Native Americans: Reclaiming our Balance, Restoring our Wellbeing--Hilary N. Weaver</i>.</p> <p>Submit a 2-3 page paper that compares and contrasts indigenous and non-indigenous students to identify levels of readiness for learning and understanding, and how their development in any one domain may affect their performance and influence learning.</p> <p>Identify levels of readiness for learning and understand how development in any one domain may affect performance in others in both indigenous and non-indigenous K-6 students.. Students will apply this understanding by submitting a 2-3 page paper that compares and contrasts developmental domains to Indigenous and non-Indigenous children to identify levels of readiness for learning and understanding, and how their development in any one domain may affect their performance and influence learning.</p> <p>Using the multilevel framework, students will create a culminating case study project that demonstrates their understanding of the impacts of historical trauma on a K-6 student's learning. Using course readings and the video, candidates will incorporate individual experiences, talents, and prior learning, as well as language, culture, family, and community resources and values.</p> <p>Finally, students will connect this information and provide culturally competent instructional strategies.</p>
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<p>5. DEBWEWIN – Honesty and Integrity Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.</p> <p><u>Disposition: Data-Informed Practice</u> Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.</p> <ul style="list-style-type: none"> • 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. <p><u>Professional Outcome: Assessment and Use of Data</u></p> <ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. Analyze assessment measures of standardized testing, identifying cultural bias embedded within. 2. Evaluate how to implement valid and meaningful assessments using classroom data and accommodating those students at risk. 	<p>Students will review and reflect on course readings, learning content videos, case study modules and the Indian Horse Film. Using the multi-level framework, students will connect this knowledge and research to create a culminating 10-page case study project that demonstrates their understanding of the impacts of historical trauma on learning for K-6 students. For this project, students will research an Indigenous culture and two non-Indigenous cultures (i.e.,BIPOC). The Indigenous and non-Indigenous cultures will be of the student’s choice but will need to be approved by the instructor. Students will incorporate individual experiences, talents, and prior learning, as well as language, culture, family, and community resources and values.</p> <p>Finally, students will connect this information and develop <u>four</u> culturally relevant instructional strategies for each culture selected. These K-6 culturally relevant strategies will be part of their teacher toolbox and added to their portfolio</p>
<p>6. ZAAGI’ IDIWIN – Loving and Caring To encourage the teacher candidates’ development of healthy, caring relationships built on respect for all.</p> <p><u>Disposition: Equity, Social Justice, and Inclusion</u> Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.</p> <ul style="list-style-type: none"> • Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom. • Advocates for and supports Indigenous and other diverse communities and individuals. • Respects the dignity and essential worth of all individuals. 	<ol style="list-style-type: none"> 1. Explain the importance of culture and traditions to assist in restoring well-being. 2. Create culturally competent instructional strategies based on information gained from this course. 	<p>Students will write a summary of the importance of culture and traditions to assist in restoring well-being. They will share their summary with the class and use what they collectively learned to write a reflection on the key concepts of incorporating resilience into their future classrooms.</p> <p>Students will build a toolkit that includes culturally competent instructional strategies to utilize in their class.</p>



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<ul style="list-style-type: none"> • Interacts with sensitivity to community and cultural norms. • Values and responds to all aspects of a child’s developmental well-being (cognitive, emotional, psychological, social, and physical). • Promotes the diversity of opinions, ideas, and backgrounds. <p><u>Professional Outcome:</u> Diversity</p> <ul style="list-style-type: none"> • Promote teachers’ acceptance and respect of the diversity within their school, community and environment. 		
<p>ZHAWENINDIWIN – Compassion</p> <p>To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.</p> <p><u>Disposition:</u> Life-long Learner</p> <p>Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.</p> <ul style="list-style-type: none"> • Demonstrates commitment to professional development and intellectual curiosity. • Practices current skills while demonstrating ability to adapt and develop new skills. • Actively participates or fosters the positive professional learning environment within the school community as well as the school-home relationships. • Analyzes various professional contexts, resulting in more informed decision-making about professional practice. <p><u>Professional Outcome:</u> Generation of New Knowledge</p> <p>To expand teachers’ knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.</p>		

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

8710.2000 Standards of Effective Practice

MN PELSB SEP	8710.2000 Standards of	Learning Opportunities & Assessment	Based on the learning opportunities and assessments, the K-6 learner will	FDLTCC Learning Outcomes	Cultural Standard
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Standard Code	<i>Effective Practice</i>	*Include the Field Experience hours as applicable for clarity.	demonstrate meeting this standard by:		
3B	understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;	Ed Psych Text: Modules 1, 2, 3, 4, 6, and 9 Watch the accompanying videos Create culturally competent instructional strategies based on information gained from this course.	1. Work in small groups to discuss how physical, social, emotional, moral, and cognitive development of indigenous K-6 students and know how this can influence learning. 2. Create culturally competent instructional strategies for both individual and group work. 3. Share instructional strategies with the class for feedback and add to their toolbox and portfolio. (See rubric criteria)	Create culturally competent instructional strategies based on information gained from this course.	ZAAGI' IDIWIN <i>Loving and Caring</i>
3C	understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;	Ed Psych: Modules 1, 2, 3, 4, 6, and 9 and watch the accompanying videos. Discuss readings and videos in class and provide examples of developmental progressions of indigenous learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains.	1. Work in small groups to discuss the developmental progressions of learners and ranges of individual variation within the social, emotional, moral, and cognitive domains. 2. Submit a 2-3 page paper that compares and contrasts indigenous and non-indigenous students to identify levels of readiness for learning and understanding, and how their development in any one domain may affect their performance and influence learning.	Analyze historical trauma and the impacts on the social, emotional, moral, and cognitive development of Indigenous and non-Indigenous K-6 students and the effects on learning.	AANGWA AMIZIWI <i>N Diligence and caution</i>
4A	understand and identify differences in approaches to learning and	Ed Psych Text: Module 20 on Giftedness and Multiple Intelligences and Module 18 on	1. Using the jigsaw technique, students will understand and identify differences in approaches to learning and performance, including varied learning styles	Use culturally sensitive communication skills to	GWAYAK WAADIZI WIN <i>Living</i>



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	performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;	Instructional approaches/strategies Module 13 on Higher Order Thinking Module 21 on Cognitive Disabilities Module 22 on Emotional, Social, and Behavioral Disorders Weaver Text: Ch. 6: <i>Education for a Contemporary World: Learning and knowing from an Indigenous and non-Indigenous perspectives.</i>	and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning.	interview Elders and community members on their experiences and impacts from historical trauma.	<i>a balanced way:</i>
4.D	understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;	2. Watch videos (Ted Talks) that address biases, discrimination, prejudices, racism, sexism and discuss in small groups. 4. Discuss how to deconstruct and reshape the narrative of negative impacts that affects K-6 classrooms. 5. Introduce how social justice components (justice, equity, access, and participation of rights) can be embedded into K-6 curriculum.	1. Students will discuss in small groups their understanding on how to recognize dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism and how to deal with them by identifying ways to reshape the future of bias discrimination, prejudice personal and institutional levels to change the narrative by responding with the components of social justice. 2. Respond in the class discussion ways to incorporate social justice into the K-6 curriculum as a whole group.	Use culturally sensitive communication skills to interview Elders and community members on their experiences and impacts from historical trauma.	GWAYAK WAADIZI WIN <i>Living a balanced way</i>
4E.	understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and	Ed Psych Text: Modules 5, 6, 7, 21 Weaver Text: Chapter: 6 <i>Indian Horse</i> Video to demonstrate an understanding for the case study project. Guest Lecturer from the local community to	1. Review and discuss the course readings from the Ed Psych modules and the Indian Horse video. Then, connect this to the knowledge gained from the information provided by the guest lecturer on an Indigenous perspective on using culturally sensitive communication skills when interviewing Elders and community members. 2. Using the multilevel framework, students will create a	Create culturally competent instructional strategies based on information gained from this course.	ZAAGI' IDIWIN <i>Loving and Caring</i>



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	community values.	speaking on Indigenous perspective	culminating case study project that demonstrates their understanding of the impacts of historical trauma on a K-6 student's learning. Using course readings and the video, and guest lecturer, as well as their own research, candidates will incorporate individual experiences, talents, and prior learning, as well as language, culture, family, and community resources and values. 3. Finally, students will work in groups to connect this information and develop instructional strategies for students in K-6. The groups select either grades K-3 or 4-6, they will then jigsaw and work with another group to pull together a K-6 culturally relevant strategies for their teacher toolbox and add to the portfolio.		
4F	understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;	Students will understand how historical trauma affects the environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning in both Indigenous and non-Indigenous K-6 students in both rural and urban settings. Students will read the Weaver text, as well as gather their own literature.	1. Students will submit a 2-3 page paper that compares and contrasts historical trauma and its effects on Indigenous and non-Indigenous K-6 students in both rural and urban settings. A rubric will capture necessary components to meet the standard.	Analyze historical trauma and the impacts on the social, emotional, moral, and cognitive development of Indigenous and non-Indigenous K-6 students and the effects on learning.	AANGWA AMIZIWIN <i>Diligence and caution</i>
4H.	understand cultural and community diversity; and know how to learn about and incorporate a	Ed Psych Text: Modules: Weaver Text: 6, 8 <i>Indian Horse</i> Video:	1. Use culturally sensitive communication skills to interview Elders and community members on their experiences and impacts from historical trauma.	Create culturally competent instructional strategies based on information	ZAAGI' IDIWIN <i>Loving and Caring</i>



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	<p>student's experiences, cultures, and community resources into instruction;</p>	<p>to demonstrate an understanding for the case study project.</p> <p>Indigenous guest speaker to discuss historical trauma and cultural norms</p>	<p>2. Using the multilevel framework, students will create a culminating case study project that demonstrates their understanding of the impacts of historical trauma on a K-6 student's learning. Students will incorporate individual experiences, talents, and prior learning, as well as language, culture, family, and community resources and values. Finally, students will connect this information and provide instructional strategies.</p>	<p>gained from this course.</p>	
4J.	<p>know about community and cultural norms</p>	<p>Course Readings: Ed Psych Text: Modules 18, 19, and 23. "Representation Matters: What BIPOC Means in the Language of Solidarity" and "The Difference Between Race and Ethnicity".</p> <p>Class Discussion: Discuss readings and videos in class and provide examples of cultural and community norms from various Indigenous and non-Indigenous cultures being inclusive of BIPOC communities.</p> <p>Assignment: Multilevel Framework: Case Study Project • Using the multilevel framework, students will research and create a culminating 10-page case study project that demonstrates their understanding of the impacts of historical trauma on learning for K-6 students. For this project, students will</p>	<p>Based on the effects of historical trauma, students will research and develop a 10-page paper that explores the cultural and community norms of indigenous and non-Indigenous communities.</p> <p>Using the multilevel framework, students will create a culminating case study project that demonstrates their understanding of the impacts of historical trauma on learning for K-6 students. This will include both an Indigenous and non-indigenous K-6 students. Students will incorporate individual experiences, talents, and prior learning, as well as language, culture, family, and community resources and values. Finally, students will connect this information and develop four culturally relevant instructional strategies for each culture researched. Students will cite the resources they used, including community members, library and resources. A minimum of five resources will be expected.</p>	<p>Describe the cultural norms of the Indigenous community.</p>	<p>GWAYAK WAADIZI WIN <i>Living a balanced way:</i></p>



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		<p>research an Indigenous culture and two non-Indigenous cultures (i.e., BIPOC). The Indigenous and non-Indigenous culture will be of the student's choice but will need to be approved by the instructor. Students will incorporate individual experiences, talents, and prior learning, as well as language, culture, family, and community resources and values. Finally, students will connect this information and develop four culturally relevant instructional strategies for each culture selected.</p> <p>Watch: <i>Indian Horse</i> Video</p>			
40.	use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;	Ed Psych Text: Modules 2-3-4	<ol style="list-style-type: none"> 1. Students will read Modules 2, 3, and 4. Discussion will take place regarding Bronfenbrenner's Bioecological Theory; Family Context; Peer Context; Broader Contexts; Erikson's Psychosocial Theory; Aspects of Identity; Understanding the Self; Social Competence; Prosocial Behavior; Aggressive Behavior 2. In small groups, students will discuss and then share out to the whole group, Fostering Social Competence and Advancing Moral Development 3. Students will complete two elementary case studies to put what they have read and discussed into practice. 	Evaluate the impacts of historical trauma using a multilevel framework.	AANGWA AMIZIWI <i>N Diligence and caution</i>



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<p>5B.</p>	<p>understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;</p>	<p>Ed. Psych Text: Modules 4, 6, 9, 12, 15,21</p>	<p>1. Students will divide into five groups and each take one stage of Lawrence Kohlberg’s theory of moral development. They will discuss their stage within their group(s), then share their stage to the class in chronological order.</p> <p>2. Students will watch a video detailing Vygotsky’s theory of Cognitive Development with follow-up class discussion</p> <p>3. Instructor will read each case study from Module 9, then Students will complete the questions in the Reflect and Evaluate section</p> <p>4. Students will participate in-class discussion regarding the Transfer of Knowledge concept, then identify three different techniques to motivate elementary students regarding the value of learning.</p>	<p>Explain the importance of culture and traditions to assist in restoring well-being.</p>	<p>ZAAGI' IDIWIN <i>Loving and Caring</i></p>
<p>6A.</p>	<p>understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;</p>	<p>Ed. Psych Text: Module 11, 15, 17</p>	<p>1. Students will use the information from the developmental domains and course readings to create culturally competent instructional strategies for both individual and group work. Students will share with the class for feedback and add to their toolbox and portfolio. (See rubric criteria)</p>	<p>Analyze historical trauma and the impacts on the social, emotional, moral, and cognitive development of Indigenous and non-Indigenous K-6 students and the effects on learning.</p>	<p>AANGWA AMIZIWI <i>N Diligence and caution</i></p>
<p>6B.</p>	<p>understand how social groups function and influence people, and how people</p>	<p>Ed Psych Text: Module 3, 17, 19, 21</p>	<p>Psych Text: Modul1. Students will write their own narrative of their identity, with respect to gender, race, and ethnicity as identified in Module 3. Then discuss in class how this experience reflected onto their self-esteem and self-concept with</p>	<p>Explain the importance of culture and traditions to assist in</p>	<p>ZAAGI' IDIWIN <i>Loving and Caring</i> To encourage the</p>



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	influence groups;		<p>potential residual impact on elementary-aged students.</p> <p>2. Students will research examples of cyber-bullying and write a 2-3 page paper on their findings, with respect to the “ripple effect” of this phenomenon.</p> <p>3. Students will discuss the pros and cons of ability grouping, and its potential effect on elementary aged students with focus on students of color.</p>	restoring well-being.	
6F	know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;	Ed Psych Text: Module 14, 17, 19, 21, 22	<p>1. Students will identify several examples of how the “reward will be the activity itself” in the classroom, then share with the group.</p> <p>2. Students will complete a 2-3 page paper titled: <i>Why Classroom Management is Important, and What Major Strategies Can Be Used To Become an Effective Classroom Manager.</i></p> <p>3. Students will interview a Special Education teacher and report their findings to the class with respect to Intellectual / Cognitive Disabilities encountered and how it is addressed.</p> <p>4. Instructor will have a guest speaker currently working in the field of Special Education to present to the class.</p>	Explain the importance of culture and traditions to assist in restoring well-being.	ZAAGI' IDIWIN <i>Loving and Caring</i>
6J	recognize the relationship of intrinsic motivation to student lifelong growth and learning;	Ed Psych Text: Module 15, 16, 19	<p>Ed Psych Text: Module 15, 16, 111</p> <p>1. Students will write a 2-3 page paper titled, “My Favorite Teacher” detailing why this particular teacher was so effective, what they did, and the impact they made on them. They will share with the class, then participate in class discussion regarding</p>	Describe the cultural norms of the Indigenous community.	GWAYAK WAADIZI WIN <i>Living a balanced way:</i>



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			<p>the elements critical to teacher efficacy.</p> <p>2. Students will research the pros and cons of traditional grading, and identify alternative methods of accurate and effective student evaluation.</p>		
11A	<p>understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;</p>	<p>Ed Psych Text: Module 19, 23, 24, 25</p>	<p>1. Students will construct and submit a 2-3 page paper regarding various assessment measures of standardized testing, and identify cultural bias embedded within.</p> <p>2. Students will watch the video regarding the debate of requiring homework, and controversy of punitive measures against parents, then participate in class discussion</p>	<p>Analyze historical trauma and the impacts on the social, emotional, moral, and cognitive development of Indigenous and non-Indigenous K-6 students and the effects on learning.</p>	<p>AANGWA AMIZIWI N <i>Diligence and caution</i></p>
11B	<p>understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning</p>	<p>Students will understand how historical trauma affects the environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning in both Indigenous and non-Indigenous K-6 students in both rural and urban settings. Students will read the Weaver text, as well as gather their own literature.</p>	<p>1. Students will submit a 2-3 page paper that compares and contrasts historical trauma and its effects on Indigenous and non-Indigenous K-6 students in both rural and urban settings. A rubric will capture necessary components to meet the standard.</p>	<p>Analyze historical trauma and the impacts on the social, emotional, moral, and cognitive development of Indigenous and non-Indigenous K-6 students and the effects on learning.</p>	<p>AANGWA AMIZIWI N <i>Diligence and caution</i></p>



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Course Requirements & Assessment descriptions:

Historical Trauma Presentation/Teaching (40 points)

Trauma and Resilience in the Lives of Contemporary Native Americans: Reclaiming our Balance, Restoring our Wellbeing--Hilary N. Weaver

- Read the assigned chapters.
- Develop a presentation with key points from their chapter.
- Present their key points in a 20 minutes minimum presentation shared with class

Compare/Contrast Historical Trauma (25 points)

- Students will submit a 2-3 page paper that compares and contrasts historical trauma and its effects on indigenous K-6 students in both rural and urban environmental settings outside of school.

Multilevel Framework: Case Study Project (60 points)

- Using the multilevel framework, students will research and create a culminating 10-page case study project that demonstrates their understanding of the impacts of historical trauma on learning for K-6 students. For this project, students will research an Indigenous culture and two non-Indigenous cultures (i.e., BIPOC). The Indigenous and non-Indigenous culture will be of the student's choice but will need to be approved by the instructor. Students will incorporate individual experiences, talents, and prior learning, as well as language, culture, family, and community resources and values. Finally, students will connect this information and develop four culturally relevant instructional strategies for each culture selected.

Restoring Well-Being through Culture and Traditions (25 points)

- Students will write a summary of the importance of culture and traditions to assist in restoring well-being. They will share their summary with the class and use what they collectively learned to write a reflection on the key concepts of incorporating resilience into their future classrooms.

Elementary Case Studies (15 points each))

- Read each of the 25 case studies
- Answer the questions to reflect and evaluate in response to the assigned case study.



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Instructional Strategies Toolkit (30 points)

- Develop culturally competent instructional strategies based on readings to assist student learning

Course Schedule:

Week	Class Topic and Activity	Assignment and Due Date
Week 1	Class Introduction D2L Organization Class Syllabus Class Assignments Textbooks <u>Introduction Unit</u> Overview of historical trauma and connection to educational psychology Module 1 - Using Science to Inform Classroom Practices	Journal #1 Basis for learning about Educational Psychology and how it can be beneficial to teaching.
Week 2	<u>Unit 1 Personal Development</u> Module 2-Contexts of Development <ul style="list-style-type: none"> • Bronfenbrenner’s Bioecological Theory • Family Context • Peer Context • Broader Contexts Module 3-Social-Emotional Development <ul style="list-style-type: none"> • Erikson’s Psychosocial Theory • Aspects of Identity • Understanding the Self • Social Competence • Applications: Fostering Social Competence 	Module 2 Elementary Case Study: Reflect and Evaluate Watch Video (Guest Speaker) Journal #2 Reflection on guest speaker and what learned. Module 3 Elementary Case Study: Reflect and Evaluate Journal #3 Reflection on self-identify and relationship to supporting future students.
Week 3	Module 4-Moral Development <ul style="list-style-type: none"> • Cognitive-Developmental Moral Reasoning • Prosocial Behavior • Aggressive Behavior • Application: Advancing Moral Development <i>Trauma and Resilience in the Lives of Contemporary Native Americans: Reclaiming</i>	Module 4 Elementary Case Study: Reflect and Evaluate Watch Culturally Responsive Instruction for Native American Students – videos 1 & 2 Journal #4 How fostering social competence and advancing moral development can be connected to instruction.



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	<p><i>our Balance, Restoring our Wellbeing</i>--Hilary N. Weaver. Instructor will present the first chapter key concepts</p>	<p>Students will be assigned different specific chapters in in the book <i>Trauma and Resilience in the Lives of Contemporary Native Americans: Reclaiming our Balance, Restoring our Wellbeing</i>--Hilary N. Weaver.to develop their presentations sharing key points from their chapters.</p>
<p>Week 4</p>	<p><u>Unit 2: The Developing Learner</u> Module 5-Brain Development</p> <ul style="list-style-type: none"> • Influence of Neuroscience on Education • Neuroscience 101 • Brain Mechanisms During Learning • Applications: How Neuroscience Informs Best Practices <p>Module 6-Cognitive Development</p> <ul style="list-style-type: none"> • Constructivist Theories of Cognitive Development • Issues in Cognitive Development • Applications: Constructivist Principles for Effective Teaching <p>Module 7-Language Development</p> <ul style="list-style-type: none"> • Understanding Language Acquisition • Development of Language Skills • Applications: Encouraging Language Development in the Classroom 	<p>Module 5 Elementary Case Study: Reflect and Evaluate</p> <p>Module 6 Elementary Case Study: Reflect and Evaluate</p> <p>Module 7 Elementary Case Study: Reflect and Evaluate</p> <p>Journal #5 – Learning Plan in today's classroom</p> <p>Journal #6 – Culturally Sensitive Communication</p>
<p>Week 5</p>	<p><u>Unit 3: Learning Theories</u> Module 8-Behavioral Learning Theories</p> <ul style="list-style-type: none"> • Assumptions of Behavioral Learning Theories • Classical Conditioning • Operant Conditioning • Applications: Applied Behavior Analysis <p>Module 9-Social Cognitive Theory</p> <ul style="list-style-type: none"> • Assumptions of Social Cognitive Theory • Observational Learning • Personal Factors in Learning • Applications: Improving Students' Self-Efficacy and Self-Regulation 	<p>Module 8 Elementary Case Study: Reflect and Evaluate</p> <p>Module 9 Elementary Case Study: Reflect and Evaluate</p>



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Week 6	<p>Module 10-Information Processing</p> <ul style="list-style-type: none"> • Assumptions of the Information Processing Approach • Perception and Attention • Memory • Applications: Teaching Effective Processing 	<p>Module 10 Elementary Case Study: Reflect and Evaluate</p> <p>Watch and Reflect on <i>Indian Horse</i> Film</p> <p>Journal #7 Reflection questions on Indian Horse Film</p> <p>Compare and Contrast Historical Trauma – Rural and Urban Paper</p>
Week 7	<p><u>Unit 4: Cognitive Processes</u></p> <p>Module 11-Metacognition</p> <ul style="list-style-type: none"> • What is Metacognition and Why Is It Important? • Special Cases of Metacognition • Factors Affecting the Development and Use of Metacognition • Applications: Learning Strategies <p>Module 12- Transfer of Skills and Knowledge</p> <ul style="list-style-type: none"> • What is Transfer and Why Is It Important? • Do We Readily Transfer What We Learn? • Applications: How to Facilitate Transfer 	<p>Module 11 Elementary Case Study: Reflect and Evaluate</p> <p>Module 12 Elementary Case Study: Reflect and Evaluate</p> <p>Historical Trauma Presentation/Teaching</p>
Week 8	<p>Module 13- Higher Order Thinking</p> <ul style="list-style-type: none"> • What is Higher Order Thinking and Why Is It Important? • Applications: Fostering Critical Thinking • Applications: Fostering Problem-Solving Strategies • Applications: Fostering Creativity 	<p>Module 13 Elementary Case Study: Reflect and Evaluate</p>
Week 9	<p><u>Unit 5: Motivation</u></p> <p>Module 14-Behavioral Theory</p> <ul style="list-style-type: none"> • A Developmental View of Motivation • Rewarding Students for Learning • Applications: Using Rewards Effectively • Applications: Using Praise Effectively 	<p>Module 14 Elementary Case Study: Reflect and Evaluate</p> <p>Module 15 Elementary Case Study: Reflect and Evaluate</p>



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	<ul style="list-style-type: none"> • Applications: Creating an Intrinsically Motivating Learning Environment <p>Module 15-Cognitive Theories</p> <ul style="list-style-type: none"> • Cognitive Theories of Motivation • Developmental and Cultural Differences in Motivation • Serious Motivational Problems • Applications: Enhancing Students' Motivation 	<p>Class discussion Post: Reflection on restoring wellbeing through culture and traditions</p>
Week 10	<p>Module 16-Self Theories</p> <ul style="list-style-type: none"> • Self-Efficacy Theory • Self-Worth Theory • Self-Determination Theory • Integrating the Self Theories • Applications: Fostering Self-Efficacy, Self-Worth, and Self-Determination 	<p>Module 16 Elementary Case Study: Reflect and Evaluate</p> <p>Students will write 2-3 page paper on My Favorite Teacher</p>
Week 11	<p><u>Unit 6: Classroom Management and Instruction</u></p> <p>Module 17-Classroom Management</p> <ul style="list-style-type: none"> • Importance of Classroom Management • Time Management • Relationship Building • Applications: Addressing Discipline Problems <p>Module 18-Instruction: Applying Behavioral, Cognitive, and Constructivist Approaches</p> <ul style="list-style-type: none"> • Meeting the Needs of Diverse Learners • Teaching Methods Based on Behaviorism • Teaching Methods Based on Cognitive Learning Theory • Teaching Methods Based on Constructivism 	<p>Module 17 Elementary Case Study: Reflect and Evaluate</p> <p>Module 18 Elementary Case Study: Reflect and Evaluate</p> <p>Students will research examples of cyber-bullying and write a 2-3 page paper.</p> <p>Journal on their future classroom environment.</p>
Week 12	<p>Module 19-Grouping Practices</p> <ul style="list-style-type: none"> • Grouping by Ability • Cooperative Learning • Applications: Best Practices <p>Culturally Responsive Instruction for Native American Students Video series 3-8</p>	<p>Module 19 Elementary Case Study: Reflect and Evaluate</p> <p>Journal on ability grouping and effects.</p> <p>Journal reflection on their experience with instruction.</p> <p>Students will complete a 2-3 page paper on Classroom Management</p>



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<p>Week 13</p>	<p><u>Unit 7: Learning Differences</u> Module 20-Intelligence and Giftedness</p> <ul style="list-style-type: none"> • Intelligence and Giftedness: More Than “Being Smart” • Assessing Intelligence and Giftedness • Biological, Social, and Cultural Issues • Applications: Intelligence and Giftedness in the Classroom 	<p>Module 20 Elementary Case Study: Reflect and Evaluate Journal on multiple intelligences and learning styles. Compare and Contrast Historical Trauma related to levels of readiness for learning and understanding.</p>
<p>Week 14</p>	<p>Module 21-Cognitive Disabilities</p> <ul style="list-style-type: none"> • Cognitive Disabilities in Today’s Classrooms • Intellectual Disabilities • Applications: Guidelines for Teachers in the General Education Classroom • Specific Learning Disabilities <p>Module 22-Emotional, Social, and Behavioral Disorders</p> <ul style="list-style-type: none"> • Emotional, Social, and Behavioral Disorders in Today’s Classrooms • Characteristics of Disorders • Applications: Interventions 	<p>Module 21 Elementary Case Study: Reflect and Evaluate Module 22 Elementary Case Study: Reflect and Evaluate Journal on developing connectedness for ALL learners. Diverse Learning Resource Presentation Reflection paper on ethical issues in education.</p>
<p>Week 15</p>	<p><u>Unit 8: Assessment</u> Module 23-Assessing Student Learning</p> <ul style="list-style-type: none"> • What is Assessment? • Planning Assessments • Evaluating Student Performance • Communication Assessment Information • Applications: Implementing Valid and Meaningful Assessments <p>Module 24-Test Construction and Use</p> <ul style="list-style-type: none"> • Characteristics of High-Quality Classroom Tests • Test Preparation • Applications: Improving Your Test 	<p>Module 23 Elementary Case Study: Reflect and Evaluate Module 24 Elementary Case Study: Reflect and Evaluate Journal on formative and summative assessments. Class discussion post on homework. Journal on traditional grading.</p>
<p>Week 16</p>	<p>Module 25-Standardized Test and Scores</p> <ul style="list-style-type: none"> • Types of Standardized Tests • Understanding Test Scores • Characteristics of Good Tests • Applications: Accommodating Students at Risk 	<p>Module 25 Elementary Case Study: Reflect and Evaluate</p>



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Week 17	Finals	Final: Multilevel Framework: Case Study Project Instructional Strategies Toolkit
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Requirements and Points:

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

Grade	%	Points
A	100-90	980-882
B	89-80	881-784
C	79-70	783-686
D	69-60	685-588

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.



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Mission

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

Cultural Standards Woven Together with Professional Outcomes

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

GIKENDAASOWIN – Knowing Knowledge

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

Disposition: Integrates Content and Pedagogical Knowledge

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

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

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



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

Disposition: [Communication and Collaboration](#)

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

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

Professional Outcome: [Community and Collaboration](#)

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

ZOONGIDE'EWIN – Strong Hearted

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

Disposition: [Vision and Leadership](#)

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

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



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Professional Outcome: **Transformational Leadership**

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

AANGWAAMIZIWIN – Diligence and Caution

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

Disposition: **Ethical Behavior**

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

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.
- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

Professional Outcome: **Ethical Practitioner**

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

DEBWEWIN – Honesty and Integrity

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

Disposition: **Data-Informed Practice**

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

- Uses student data to plan and implement instructional strategies and activities.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- 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.



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

Professional Outcome: Generation of New Knowledge

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

MN PELSB Standards of Effective Practice (SEP) and/or Content Standards

MN PELSB Standard

8710.2000 Standards of Effective Practice

3B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;

3C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

4A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;

4E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

4F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

4H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

4J. know about community and cultural norms

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

5B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;

6A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;



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- 6B. understand how social groups function and influence people, and how people influence groups;
- 6F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
- 6J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
- 11A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
- 11B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

Resources

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Dell'Angelo, T. (2014) Creating Classrooms for Social Justice; Edutopia [Creating Classrooms for Social Justice | Edutopia](#)

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Perez, L. and Grant, K. (2022) Using Universal Design for Learning [ISTE | 30+ Tools for Diverse Learners | ISTE](#)



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Warne, D. (2019), Impact of Unresolved Trauma on American Indian Health Equity, University of Washington. [Impact of Unresolved Trauma on American Indian Health Equity](#)