



**Anishinaabe and American  
Elementary Education Program**

**Fond du Lac Tribal and  
Community College**



**COURSE: EDU 4100**

**Name: Valerie Tanner**

**Course Title: Classroom Management**

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

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

Successful admittance into the Elementary Education Teacher program

**Course Description:**

This course provides the knowledge, skills, and understanding of preparing a safe and productive learning environment for students. In particular, the impact of strategies on managing children from early childhood to intermediate grades within an educational setting. (Field experience 10 hours)

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

- Harlacher, J. (2015) *Designing Effective Classroom Management*. Marzano Resources.
- Chapters from Positive Indian Parenting, National Indian Child Welfare Association.

**Course Content:**

- Theories Philosophies of Classroom Management including Ojibwe Behavior Management
- Understanding the Learning Environment to include positive social interaction, active engagement in learning, and self-motivation
- Strategies of Classroom Management to include: engagement, motivational strategies, classroom organization, teacher–student relationships, strength-based lens, social-emotional learning, individual interventions, and restorative practices
- Introduction to classroom management best practices in distance learning
- Knowledge and practice of effective forms of communication.
- Practice being a reflective practitioner who evaluates own choices and actions on others including their own bias in classroom management; and is reflective in their own ability or role in Gikendaasowin and Gwayakwaadiziwin.



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### Disabilities Notice

Fond du Lac Tribal & Community College is committed to providing equitable access to learning opportunities for all students. Under the Americans with Disabilities Act and Section 504 of the Rehab Act, Fond du Lac Tribal & Community College 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 with disabilities requiring accommodation to participate in class activities or meet course requirements should first complete an intake form and necessary requirements with Nancy Olsen, Disability Services coordinator, to establish an accommodation plan. She can be reached at [nancy.olsen@fdltcc.edu](mailto:nancy.olsen@fdltcc.edu) or 218-879-0819.

### Sexual Violence

Fond du Lac Tribal & Community College 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. Fond du Lac Tribal & Community College 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:  
<http://fdltcc.edu/about-us/policies-reports/campus-security-policies-reports/>

Please be aware that all Fond du Lac Tribal & Community College 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 Anita Hanson, Dean of Student Services, at 218-879-0805 or [anita.hanson@fdltcc.edu](mailto:anita.hanson@fdltcc.edu).

### Plagiarism

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.



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**Outcomes and Assessments**

Learning Outcomes

1. Understand and use three motivational strategies used in the field experience and the impact on the student.
2. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by analyzing student's classroom design and comparing it to the field experience classroom describing changes students would make to enhance learning environment.
3. Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
4. Evaluate the effects of choices and actions on others, including students, parents, and other professionals in the learning community for professional growth.

**Cultural Standards:**

*Each course within the BS in Elementary Education program must meet a minimum of 2 measurable learning outcomes for 3 different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.*

<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> <i>Knowing knowledge</i> 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 To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to an Ojibwe-Anishinaabe way of knowing.</p>	<p>Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by analyzing student's classroom design and comparing it to the field experience classroom describing changes students would make to enhance learning environment.</p> <p>Evaluate the effects of choices and actions on others, including students, parents, and other professionals in the learning community for professional growth.</p>	<p>Weekly Reflection will demonstrate knowledge of Anishinaabe ways of knowing, learning, and critical thinking and compare to/provide examples of sameness and differences in students' own lives.</p> <p>Classroom Design Part II will demonstrate students' knowledge of Anishinaabe ways of knowing and learning through the discussion of the Classroom Design.</p>
<p><b>2. GWAYAKWAADIZIWIN</b> <i>Living a balanced way:</i></p>	<p>Use effective verbal, nonverbal, and media communication</p>	<p>Weekly Reflection will demonstrate student's</p>



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<p>To provide students 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>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>techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. the prompts in the Weekly Reflection.</p> <p>Evaluate the effects of choices and actions on others, including students, parents, and other professionals in the learning community for professional growth.</p>	<p>knowledge and provide examples of living in harmony, as well as, educating the whole child.</p> <p>Field Experience Journal will demonstrate students' understanding of interconnectedness and provide examples of best practice that supports the inclusion of parents/guardians and community in the learning experience.</p>
<p><b>6. ZAAGI' IDIWIN</b> <b><i>Loving and Caring</i></b></p> <p>To encourage the development of healthy, caring relationships built on respect for all.</p> <p><u>Outcome:</u> Diversity and Dispositions Promote teachers' acceptance and respect of the diversity within their school, community and environment.</p>	<p>Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Understand and use three motivational strategies used in the field experience and the impact on the student.</p>	<p>Review the <i>Graham</i> article and the <i>McIntosh et al.</i> article on educational equity and culturally appropriate behavior management and respond to the prompts in the Weekly Reflection.</p> <p>Classroom Design and Rationale (Part I): Students will be required to design a classroom and learning environment using best practice. Classroom design must include classroom management strategies, the management of resources to support active engagement, a description of classroom expectation, processes for communication, and processes for behavior. In addition, it must include expectations for student interactions, academic discussions, and individual and group responsibility. Rationale for classroom design and learning environment must be included, as well as based on the needs of the community.</p>



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		<p>Weekly Reflections will demonstrate an understanding of the teacher’s role in educational equity and behavior management that is culturally appropriate for the classroom setting.</p> <p>Weekly Reflections will demonstrate how students understand bias and the impact it can have in classroom management and the school environment. Based on the reflection, students will then describe three culturally appropriate motivational strategies that can be used in the classroom.</p>
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**Minnesota Professional Education License and Standards Board Standards (MN PELSB)\*\* listed at the end of the syllabus.**

MN PELSB SEP Standard	8710.2000 Standards of Effective Practice	Assignment & Assessment	How does this show students will meet the standard:  Based on the assignments and assessments, the student will:	FDLTCC Learning Outcomes	Cultural Standard
Subpart 6. Standard 5, learning environment	6.B. understand how social groups function and influence people, and how people influence groups;	Assigned readings: <ul style="list-style-type: none"> <li>• <i>Braun</i> article, <i>Finch</i> article, <i>McLeod</i> article, <i>Ryan</i> article,</li> <li>• Chapter 5 of DECM</li> </ul> Case Studies Activity	Discuss in small groups, Round Robin Style, the assigned readings (including the <i>Braun</i> article, <i>Finch</i> article, <i>McLeod</i> article, <i>Ryan</i> article, and Chapter 5 of DECM). Discuss social groups found in the school setting; and the influence of teachers can impact the classroom.  Case Studies Activity <ul style="list-style-type: none"> <li>-provide discussion on how social groups function and influence people, and</li> <li>-how people influence groups and provide three examples of how a teacher can impact social groups and influence students when given a</li> </ul>	Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by analyzing student’s classroom	GIKEND AASOW IN Knowing knowledge



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			case study regarding behavior in the school setting.	design and comparing it to the field experience classroom describing changes students would make to enhance learning environment.	
Subpart 6. Standard 5, learning environment.	6.C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;	Assigned readings: <ul style="list-style-type: none"> <li>Chapter 6 and 7 of DECM;</li> <li><i>Braun, Finch, Mcleod, and Ryan</i> articles</li> </ul> Case Studies Activity	Discuss in small groups major course concepts, theory, and topics (including Chapter 6 and 7 of DECM; and the articles from <i>Braun, Finch, Mcleod, and Ryan</i> articles) to demonstrate student's knowledge to create learning environments that support self-esteem, and to create processes to build positive interpersonal relations within the classroom.  Case Studies Activity -describe three learning environments that support self-esteem when given a case student regarding behavior in the classroom setting -describe three processes to build interpersonal relations within the classroom	Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by analyzing student's classroom design and comparing it to the field experience classroom describing changes students would make to enhance learning	GIKEND AASOW IN Knowing knowledge



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				environme nt.	
Subpart 6. Standard 5, learning environment.	6.D. know how to help people work productively and cooperatively with each other in complex social settings;	Assigned readings: <i>Respecting all Families</i>  Field Experience Participation: Teacher Interview  Field Experience Journal: Working in Complex Social Settings.	Use prompts, assigned reading- <i>Respecting all Families</i> , and own research, to develop interview questions that address how teachers and students work productively and cooperatively as practiced and observed in the field experience. Share interview questions in class.  Field Experience Journal -describe three tools that encourage students to work together; as well as describe and evaluate the processes and activities that help families and the school community work together. -interview the field experience teacher and discuss how all work together to promote students' learning -research best practice and provide examples of how a teacher can include parent/guardian and community in the education experience.	Evaluate the effects of choices and actions on others, including students, parents, and other professional, ... etc.	<b>GIKEND AASOW IN Knowing knowled ge</b>
Subpart 6. Standard 5, learning environment.	6.E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;	Assigned Readings: <ul style="list-style-type: none"> <li>• <i>Terada</i>,</li> <li>• Chapter 2 in DECM</li> </ul> <i>Positive Indian Parenting Session IV and VI</i>  Classroom Design I  Field Experience Participation and Journal Reflection: Strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.	Use assigned readings <i>Terada</i> , and Chapter 2 in DECM) and classroom discussion to demonstrate understanding of effective classroom management strategies as defined by the assignment's rubrics.  Use <i>Positive Indian Parenting Session IV and VI</i> and classroom lecture to demonstrate use of strategies to promote positive relationships, cooperation, and purposeful learning as practices and observed during the field experience.  Classroom Design I -describe three classroom management strategies and the supporting rationale and principles of the classroom management strategies.	Understand and use three motivation al strategies used in the field experience and the impact on the student.	<b>ZAAGI' IDIWIN Loving and Caring</b>



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			<p>Field Experience Journal -describe a minimum of three strategies used in the field experience and describe how the strategies worked to produce promote positive relationships, cooperation, and purposeful learning.</p> <p><i>Student must meet Classroom Design I and Field Experience Journal assessments to meet standard 6E.</i></p>		
Subpart 6. Standard 5, learning environment.	6.F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li><i>Braun, Finch, Mcleod, and Ryan</i> articles</li> </ul> <p>Case Studies Activity</p>	<p>Discuss in small groups major course concepts, theory, and <i>Braun, Finch, Mcleod, and Ryan</i> articles to demonstrate knowledge of the factors and situations that effect motivation and increase student's self-motivation. What are situations or factors that may promote intrinsic motivation? What are situations or factors that may diminish intrinsic motivation? Why is this important to consider when helping students learn?</p> <p>Case Studies Activity -provide three examples of how a teacher can promote intrinsic and three examples of how a teacher can diminish intrinsic motivation. Provide three examples of how teachers can increase self-motivation when given a case study regarding behavior in the classroom</p>	Understand and use three motivational strategies used in the field experience and the impact on the student	<b>ZAAGI' IDIWIN</b> <i>Loving and Caring</i>
Subpart 6. Standard 5, learning environment.	6.G. understand how participation supports commitment;	<p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>Chapter 4 of DECM</li> </ul> <p>Teach the Explicit Behavior Lesson Plan</p> <p>Explicit Behavior Lesson Plan Reflection</p>	<p>In the Field Experience, teach the Explicit Behavior Lesson Plan that was previously written.</p> <p>Explicit Behavior Lesson Plan Reflection -review Chapter 4 of DECM -provide two examples from the instruction of their Explicit Behavior Lesson Plan that demonstrate understanding of how participation support commitment.</p>	Evaluate the effects of choices and actions on others, including students, parents, and other professional, ... etc.	<b>GIKEND AASOW IN</b> Knowing knowledge
Subpart 6. Standard 5, learning environment.	6.H. establish a positive climate in the classroom and participate in	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>Chapter 3 from DECM, Pages 20-21</li> </ul>	Use prompts and assigned readings (including Chapter 3 from DECM, Pages 20-21 from DECM and <i>Positive Indian Parenting Session</i>	Use effective verbal, nonverbal,	<b>GWAYA KWAAD IZIWIN</b>



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	maintaining a positive climate in the school as a whole;	<ul style="list-style-type: none"> <li>• <i>Positive Indian Parenting Session IV and V;</i></li> <li>• <i>Prothero</i> article</li> </ul> <p>Field Experience Participation and Field Experience Journal: Positive Climate</p>	<p><i>IV and V;</i> and <i>Prothero</i> article) to demonstrate student’s knowledge of how to establish a positive climate in the classroom and the whole school.</p> <p>Field Experience Journal -provide three examples of how they established a positive climate in the classroom. In addition, they will describe three ways in which they helped maintain a positive climate in the school setting.</p>	and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom, the prompts in the Weekly Reflection.	Living a balanced way:
Subpart 6. Standard 5, learning environment.	6.I. establish peer relationships to promote learning;	<p>Teach the Explicit Behavior Lesson in the Field Experience.</p> <p>Explicit Behavior Lesson Plan Reflection</p>	<p>In the Field Experience, teach the Explicit Behavior Lesson Plan that was written previously.</p> <p>Explicit Behavior Lesson Plan Reflection -provide examples of how peer relationships were established in the classroom and used in the lesson plan to promote learning. -research 2 additional strategies to establish peer relationships to promote learning.</p>	Evaluate the effects of choices and actions on others, including students, parents, and other professionals in the learning community for professional growth.	GIKEND AASOW IN Knowing knowledge
Subpart 6. Standard 5, learning environment.	6.J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• <i>Braun, Finch, Mcleod, and Ryan</i> articles</li> </ul> <p>Case Studies Activity</p>	<p>Discuss in small groups, the four articles by authors <i>Braun, Finch, Mcleod, and Ryan</i> articles major course concepts, theory, and topics to demonstrate knowledge of intrinsic motivations and its relationship to lifelong learning and growth.</p> <p>Case Studies Activity -identify and provide discussion on the relationship between intrinsic motivation and lifelong growth and learning when given a case study regarding behavior in the classroom.</p>	Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom,	GWAYA KWAAD IZIWIN Living a balanced way:



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				the prompts in the Weekly Reflection.	
Subpart 6. Standard 5, learning environment.	6K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;	Assigned Readings: <ul style="list-style-type: none"> <li>Chapter 2 and 5 of DECM</li> </ul> Field Experience Observation and Participation and Field Experience Journal: Motivational Strategies	Participate in the field experience and use assigned readings (Chapter 2 and 5 of DECM) to demonstrate use of motivation strategies practiced and observed during the field experience.  Field Experience Journals -describe three motivational strategies were used in the field experience and the impact on an individual student. How did they encourage the development of individual student's growth and abilities? If the motivational strategies did not seem to encourage the development of the student, what would you do differently? What other strategies might you try? Why?	Describe three motivational strategies used in the field experience and the impact on the student.	<b>ZAAGI' IDIWIN</b> Loving and Caring
Subpart 6. Standard 5, learning environment.	6L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;	Assigned Readings: <ul style="list-style-type: none"> <li>DECM Chapter 6 and 7</li> <li><i>Ferlazzo</i> article</li> </ul> Field Experience Participation and Field Experience Journal: Student Responsibility and Engagement	Participate in the field experience, and read DECM Chapter 6 and 7, <i>Ferlazzo</i> article, to analysis student's responsibility assumed in the classroom and the decision-making process practiced and observed during the field experience.  Field Experience Journal -describe how they designed and managed the classroom learning community, to include a description of the classroom students' responsibility, their participation in decision making, how students worked both collaboratively and independently, and how students engaged in the purposeful learning activity.	Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by analyzing student's classroom design and comparing it to the field experience classroom describing	<b>GIKEN DAASO WIN</b> <i>Knowing knowledge</i>



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				changes students would make to enhance learning environment.	
Subpart 6. Standard 5, learning environment.	6.M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;	Teach the Explicit Behavior Lesson Plan.  Explicit Behavior Lesson Plan Reflection:	In groups of two or three, share written Explicit Behavior Lesson Plan. Analyze and discuss the strategies included that demonstrate ability to motivate students, develop individual and group learning activities. Discussion to include: How the lesson related to the students' personal interests. What choices students made in their learning. How were students motivated to ask questions? How was problem-solving used to make the learning meaningful.  Explicit Behavior Plan Reflection -describe the individual and group learning activities that; relate lessons to students' personal interests, allow students to have choices, lead students to ask questions, and pursue meaningful problems. -reflect on student performance (did they learn what they were supposed to learn). -identify through research two additional strategies to improve individual and group learning activities.	Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by analyzing student's classroom design and comparing it to the field experience classroom describing changes students would make to enhance learning environment.	<b>GIKEN DAASO WIN</b> <i>Knowing knowledge</i>
Subpart 6. Standard 5, learning environment.	6.N. organize, allocate, and manage the resources of time, space, activities, and	Assigned Readings: • Chapter 2 of DECM	Use Chapter 2 of DECM, classroom discussion, and group analysis of classroom design examples to demonstrate students' ability to	Create learning environments that	<b>GIKEN DAASO WIN</b> <i>Knowing</i>



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	attention to provide active engagement of all students in productive tasks;	Classroom Design I	organize, allocate, and manage resources.  Classroom Design I -develop a classroom and learning environment that describes how resources will be organized, allocated, and managed to include time, space, activities, and attention. Using research, student will include rationale that describes how the design will provide active engagement.	encourage positive social interaction, active engagement in learning, and self-motivation by analyzing student's classroom design and comparing it to the field experience classroom describing changes students would make to enhance learning environment.	<i>knowledge</i>
Subpart 6. Standard 5, learning environment.	6.O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;	Assigned Readings: • Chapter 2 of DECM  Classroom Design I	Use Chapter 2 of DECM, and classroom discussion, to demonstrate ability to create classroom expectations and process for communication and behavior, as well as design a classroom setting.  Classroom Design I -develop a classroom and learning environment that describes classroom expectations, processes for communication, and behavior. Students will also describe the physical setting that supports classroom goals.		
Subpart 6. Standard 5, learning environment.	6.P. develop expectations for student interactions, academic discussions, and	Assigned Readings: • Chapter 3 of DECM • <i>Prothero</i> article	Use assigned readings, (including Chapter 3 of DECM and <i>Prothero</i> article) and classroom discussion students demonstrate a learning environment that supports student	Create learning environments that	GIKEND AASOW IN Knowing



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	<p>individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;</p>	<p>Classroom Design I</p>	<p>interactions, academic discussions, and individual/group responsibility. Students will also discuss how to develop a positive classroom climate of openness, mutual respect, support, inquiry, and learning.</p> <p>Classroom Design I -develop a classroom and learning environment that describes classroom expectations for: student interactions, academic discussions, and individual/group responsibility. Student will include rationale that describes how expectations will create a positive classroom climate.</p>	<p>encourage positive social interaction, active engagement in learning, and self-motivation by analyzing student's classroom design and comparing it to the field experience classroom describing changes students would make to enhance learning environment.</p>	<p>knowledge</p>
<p>Subpart 6. Standard 5, learning environment.</p>	<p>6.Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• <i>How Restorative Practices Work</i> article</li> <li>• <i>Respecting all Families</i> article</li> </ul> <p>Field Experience Observation and Participation:</p> <p>Classroom Design II</p>	<p>Use field experience observations, classroom discussion, and the articles <i>How Restorative Practices Work</i> and <i>Respecting all Families</i> to demonstrate students' ability to analyze the learning environment and make changes to enhance social relationships, student motivation and engagement, and productive work.</p> <p>Classroom Design II -reflect on the classroom learning environment and their own classroom design. Students will analyze the two environments and describe the changes made during the field experience to increase social relationships, student</p>	<p>Create learning environments that encourage positive social interaction, etc.</p>	<p>GIKEND AASOW IN Knowing knowledge</p>



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			<p>motivation/engagement, and productive work.</p> <p>-compare and contrast the classroom environment before and after changes were made.</p> <p>-compare and contrast the Anishinaabe Way of Knowing in each setting.</p>		
Subpart 6. Standard 5, learning environment.	6.R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individual.	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>Chapter 4 and 5 of DECM</li> </ul> <p>Explicit Behavior Lesson Plan</p>	<p>Use reading assignments (including Chapter 4 and 5 of DECM) and classroom discussion to demonstrate their ability to enhance independent and group work.</p> <p>Explicit Behavior Lesson Plan - develop a lesson plan that teaches an explicit behavior. In the lesson, include strategies for independent and group work that support student participation.</p>	Evaluate the effects of choices and actions on others, including students, parents, and other professionals in the learning community for professional growth.	GIKEND AASOW IN Knowing knowled ge
Subpart 7. Standard 6, Communication.	7.J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>Chapter 2 and 5 of DECM</li> </ul> <p>Field Experience Participation: Lesson Plan Topic</p> <p>Explicit Behavior Lesson Plan: Student will develop a lesson plan with the purpose of teaching a specific behavior or skill (ignoring skills, proper bus behavior, restorative conversations, etc.) that is age appropriate to the class in the field experience. The lesson must also address how participation supports commitment, shows processes for student motivation, and support independent thinking as</p>	<p>Chapter 2 focuses on creating and teaching as well as how to ask comprehension questions. Chapter five focuses on actively engaging students.</p> <p>Review the approved lesson plan template for FDLTCC Elementary Education program. Discuss lesson topic that supports students' behavioral needs with Field Experience teacher.</p> <p>Explicit Behavior Lesson Plan -develop lesson plan to teach behavior. - describe process used to ask questions, to probe for students understanding, and to stimulating discussion while teaching the lesson; and reflect if the process was effective. -describe process used to help students articulate their ideas and thinking processes, and problem solving; and reflect if the process was effective.</p>	Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	GWAYA KWAAD IZIWIN Living a balanced way:



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		<p>well as group work. The lesson will include questions, thinking processes, stimulate and enhance discussion, facilitate factual recall, encourage convergent and divergent thinking, stimulate curiosity, and help students to question. The lesson will include processes that help students articulate their ideas and thinking processes, promote productive risk-taking and problem-solving, and facilitate factual recall. Students will use lesson plan template approved by the FDLTCC Elementary Education Program.</p> <p>Explicit Behavior Lesson Plan Reflection: <u>Students will teach the Explicit Behavior Lesson in the Field Experience.</u> Student will write a reflection how they engaged students in individual and group learning activities that help them develop the motivation to achieve by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning. Students will also describe how they used peer relationships to promote learning. A rubric for this assignment will be shared in the online classroom. This assignment must follow</p>	<p>- describe process used to facilitate factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.</p> <p>-implement the lesson.</p> <p>Explicit Behavior Lesson Plan Reflection: Reflect if the process was effective. Students will note what went well and how they could improve.</p>		
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		APA writing style and be no more than 3 pages.			
Subpart 10. Standard 9, reflection and professional development.	10.C. understand the influences of the teacher's behavior on student growth and learning;	Assigned Readings: <ul style="list-style-type: none"> <li>Chapter 6 of DECM</li> <li><i>Graham</i> article, <i>McIntosh</i> article, and <i>Elias</i> article</li> </ul> Weekly Reflection: Influence of Teacher	Use classroom discussion, Chapter 6 of DECM and three articles by <i>Graham</i> , <i>McIntosh</i> , and <i>Elias</i> , to demonstrate understanding of teacher's behavior on student growth and learning.  Weekly Reflection -participate in classroom discussion, review the articles on culturally appropriate behavior management, as well as bias in classroom management, and then respond to the prompts in the Weekly Reflection.	Understand and use three motivational strategies used in the field experience and the impact on the student.	<b>ZAAGI' IDIWIN</b> <i>Loving and Caring</i>
Subpart 10. Standard 9, reflection and professional development.	10.H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;	Assigned Readings: <ul style="list-style-type: none"> <li>DECM Chapter 2 (pgs. 29-32)</li> <li>Teacher Self-Assessment Tool</li> </ul> Field Experience Observation and Participation: Reflection and Revising Practice  Weekly Reflections: Reflection and Revising Practice	Reflect on the Field Experience, the Classroom Design II, DECM Chapter 2 pages 29-32 and the Teacher Self-Assessment Tool in your classroom discussion activity. In small groups, describe a student in the field experience and discuss what you what you learned through the classroom observation about the student and about yourself. Discuss what you what specific strategies you would have liked to know to support the student.  Weekly Reflection - Write about the classroom discussion. Discuss the strategies you would have liked to know more about. Conduct your own research about this strategy. Reflect on the impact that strategy has on teaching and learning. Reflect on the process you would use to find further strategies needed to develop your own skills. How would you revise your own practice to support teaching and learning.	Understand and use three motivational strategies used in the field experience and the impact on the student.	<b>ZAAGI' IDIWIN</b> <i>Loving and Caring</i>



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**Course Requirements & Assessment descriptions:**

**Course Expectations:**

Professionalism- Students are expected to act in a professional manner in the course. Professionalism is based on the cultural standards of FDLTCC.

Communication- Good communication is an important part of a successful classroom experience. Please feel free to contact me via phone at XXXXXXXX, or email at XXXXXXXX. I will be able to respond XXXXX.

Participation- Students are expected to participate in all class meetings (in-person or online) unless excused by the instructor of the course. Students who must miss class for any reason must notify the instructor before the absence. In emergency situations the students will be offered alternative assignments on missed content provided during class. Continued lack of participation (unexcused absences) in coursework and classes may result in a 5-10% reduction in points.

Standards/Rubrics - Rubrics will be provided for each assessment. You must meet the criteria of the rubric in order to have met the standard aligned to the assessment.

Late Posting/Late Assignments: Late postings diminish the quality of the educational experience for the student who posts and the classmates who have limited opportunities to respond to the post, therefore, a student who posts beyond the due date will be docked points for tardiness (see rubrics). The instructor may make exceptions to this policy based on extenuating circumstances. Late assignments also diminish the educational experience and can interfere with the schedule of the instructor. Therefore, assignments that are turned in late will be docked points (see rubrics).

**Assessment Descriptions:**

•Weekly Reflections/Quizzes: Students will be required to participate in weekly reflections and/or quizzes based on the class topics and readings assigned in the course. Reflections prompts will be posted in the online classroom. Students must meet 80% of points to meet Standard 10C, 10H, and Zaagi'idiwin. A Weekly Reflection assignment will meet partial standard for Gwayakwaadiziwin and Gikendaasowin. Points will be assigned based on quality and depth of student's discussion, student's response to others' discussion, timeliness of reflection posting, and proper citing of sources. Rubrics for the discussion posts will be provided in the online setting.

•Classroom Design and Rationale (Part I): Students will be required to design a classroom and learning environment using best practice. Classroom design must include classroom management strategies, the management of resources to support active engagement, a description of classroom expectation, processes for communication, and processes for behavior. In addition, it must include expectations for student interactions, academic discussions, as well as individual and group responsibility. Rationale for classroom design and learning environment must be included, as well as rationale that describes how it is based on the needs of the community. This assignment must follow APA writing style and be less than 10 pages.



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- Classroom Design Compare/Contrast (Part II): Students will reflect on the classroom and learning environment in the field experience and write a paper that compares and contrasts the field experience classroom to the student's own Classroom Design. Students will include discussion on Anishinaabe ways of knowing and learning (Gikendaasowin) and how the values were demonstrated in the class designs. Students will analyze the learning environment and make changes to enhance social relationships, student motivation and engagement, and productive work. This assignment must follow APA writing style and be no more than 4 pages.
- Explicit Behavior Lesson Plan: Student will develop a lesson plan with the purpose of teaching a specific behavior or skill (ignoring skills, proper bus behavior, restorative conversations, etc.) that is age appropriate to the class in the field experience. The lesson must also address how participation supports commitment, shows processes for student motivation, and support independent as well as group work. The lesson will include questions, thinking processes, stimulate and enhance discussion, facilitate factual recall, encourage convergent and divergent thinking, stimulate curiosity, and help students to question. The lesson will include processes that help students articulate their ideas and thinking processes, promote productive risk-taking and problem-solving, and facilitate factual recall. Students will use lesson plan template approved by the FDLTCC Elementary Education Program.
- Explicit Behavior Lesson Plan Reflection: Student will teach the Explicit Behavior Lesson in the Field Experience. Student will write a reflection how they engaged students in individual and group learning activities that help them develop the motivation to achieve by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning. Students will also describe how they used peer relationships to promote learning. A rubric for this assignment will be shared in the online classroom. This assignment must follow APA writing style and be no more than 3 pages.
- Field Experience: Student will participate in 10 hours of field experience. Students will work with the FDLTCC Field Experience Placement Faculty for field experience placement. The student must follow all Field Experience guidelines as required by the FDLTCC Elementary Education program. The Field Experience must start by the 3<sup>rd</sup> week of the course to best meet the requirements of the course. Field Experience will provide the foundation for the Explicit Behavior Lesson Plan, the Explicit Lesson Plan Reflection, the Field Experience Journal, as well as some of the Weekly Reflections.
- Field Experience Journal: Student will reflect on the field experience by answering weekly prompts. To include students' understanding of interconnectedness and provide examples of best practice that supports the inclusion of parents/guardians and community in the learning experience (Gwayakwaadiziwin). Students will also: reflect on how people work together; describe the strategies that worked to produce promote positive relationships, cooperation, and purposeful learning; describe processes used to establish a positive classroom and school climate; describe how you used different motivation strategies for the individual learner; and design and manage purposeful learning communities. As this is a journal student will have more flexibility in the writing style used to complete the assignment.
- Case Studies Activity: Working in small groups, students will be given case studies related to classroom management and motivation. Students will use major topics, concepts, and theory learned throughout the course to address the needs of specific students described in the case studies. The Case Study Activity will allow students to identify how social groups function and influence, to create learning environments that address student's self-esteem and interpersonal relations, identify factors and situations that are likely



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to promote or diminish intrinsic motivation, suggest activities to help students become self-motivated, and recognize the relationship of intrinsic motivation to student lifelong growth and learning.

*Rubrics for all assignments will be shared in the online course room. To meet the standard, student must meet 80% (proficient) of the rubric's component aligned with the standard.*

**Requirements and Points:**

<b>Assessment Requirements</b>	<b>Points (600 total)</b>	<b>Due Dates</b>	<b>Standard(s) Assessed</b>
Weekly Reflection and/or Quizzes (15 wks. x 10 pts)	150	Due each week by Saturday noon	GIK, GWA, ZAA, 10C, 10H
Classroom Design: Rationale (Part I)	100	Week 4	6E, 6N, 6O, 6P
Explicit Behavior Lesson Plan	50	Week 6	6G, 6R, 7J
Classroom Design: Compare/Contrast (Part II)	100	Week 12	GIK, 6Q
Explicit Behavior Lesson Plan Reflection	50	Week 13	6I, 6M
Case Studies Activity	50	Week 15	6B, 6C, 6F, 6J
Field Experience Journal	100	Week 16	GWA, 6D, 6H, 6K, 6L

*\*Full descriptions of Competencies and Cultural Standards contained in the Appendix*

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

<b>Grade</b>	<b>%</b>	<b>Points</b>
<b>A</b>	100-90	540-600
<b>B</b>	89-80	480-539
<b>C</b>	79-70	420-479
<b>D</b>	69-60	360-419

**Course Schedule: Please attach the course schedule/outline**

<b>Week</b>	<b>Class Activity-Topic</b>	<b>Assignment: Due</b>
Week 1	-Smudging, Class Introduction "What is Classroom Management", Standards Discussion, Classroom Expectations -Communication Active Listening Guidelines and Communication Activity -Asking Questions/Stimulate Discussion	- Weekly Reflection Part 1- Activity Reflections and "What does this have to do with teaching?" -Weekly Reflection Part II-Syllabus Quiz



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Week 2	<ul style="list-style-type: none"> <li>-Communication Continued to include Ojibwe Communication Styles, storytelling, and verbal/nonverbal communication styles,</li> <li>-Learning Environment and Classroom Design Best Practice to include examples of classroom design and discussion</li> <li>-Expectations for Field Experience and Journal</li> </ul>	<ul style="list-style-type: none"> <li>-Read Chapter 1 of Designing Effective Classroom Management (DECM) Pages 7-14.</li> <li>-Read <i>Positive Indian Parenting</i> Session I and II.</li> <li>-Read <i>Simpson</i> article</li> <li>-Weekly Reflection “Ways of Knowing”</li> <li>-Begin work on Classroom Design Part 1</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>-Learning Environment and Classroom Design Best Practice continued</li> <li>-Strategies of Student Engagement/Motivation/Relationship Building</li> <li>-Education of the Whole Child</li> <li>-Strength Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Read Chapter 3 of DECM, and review pages 20-21.</li> <li>-Read <i>Positive Indian Parenting</i> Session III and IV</li> <li>-Read article – <i>Respecting All Families</i></li> <li>-Weekly Reflection “Educating the Whole Child”</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>-Encouraging Student Engagement/Motivation in Diverse Communities (opportunities to respond, types of students’ responses, and tracking).</li> </ul>	<ul style="list-style-type: none"> <li>-Read Chapter 2 and 5 of DECM: and <i>Terada</i> article</li> <li>-Weekly Reflection</li> <li>-Classroom Design Part 1 DUE</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>-Teaching Expected Behaviors Behavior Management Ojibwe Style</li> <li>How can we continue to use strategies in today’s society or in the classroom setting?</li> <li>-Gwayakwaadiziwin</li> </ul>	<ul style="list-style-type: none"> <li>-Reread – DECM pages 23-26.</li> <li>-Read assigned chapters from <i>Positive Indian Parenting V and VI</i></li> <li>-Read <i>Prothero</i> Article</li> <li>-Weekly Reflection- “Expected Behaviors”</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Pair/Share - Share /Teach Lesson Plan</li> <li>Reinforcing Expectations</li> <li>Incentives</li> </ul>	<ul style="list-style-type: none"> <li>-Read Chapter 4 of DECM</li> <li>-Weekly Reflection</li> <li>-Behavior Lesson Plan DUE</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>-Managing Misbehavior</li> <li>-Gathering/Tracking Data</li> <li>-impact of teacher behavior</li> <li>-interventions</li> <li>-bias in classroom management</li> </ul>	<ul style="list-style-type: none"> <li>-Read Chapter 6 of DECM</li> <li>-Read Articles: <i>Graham, McIntosh, and Elias</i> (Article will be assigned for Round Robin Style sharing)</li> <li>-Weekly Reflection “Influence of Teacher’s Behavior on Student Growth” and; “Students’ Understanding of Bias”.</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>-Noncompliance –</li> <li>-Individualized Behavior Plans</li> <li>-Escalation/De-escalation</li> </ul>	<ul style="list-style-type: none"> <li>-Read Chapter 7 of DECM</li> <li>-Weekly Reflection</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>-Escalation/De-escalation continued</li> <li>-Family support</li> </ul>	<ul style="list-style-type: none"> <li>-Weekly Reflection</li> <li>-Field Journal Check-In</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>-Strategies for Bullying Prevention</li> </ul>	<ul style="list-style-type: none"> <li>-Analysis <i>PBIS Bullying Prevention Website</i></li> <li>-Weekly Reflection -“Bullying Prevention”</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>-Strategies for Bullying continued</li> <li>-Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>-Read article <i>How Restorative Practices Work</i></li> </ul>



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		-Weekly Reflection- “Restorative Practices Strategies”
Week 12	-Field Experience Discussion – Professional Collaboration (Asking your classmates/colleagues for advice regarding student behaviors). -Positive School Climate -Classroom Scenarios	-Classroom Design Part II DUE -Review <i>Prothero</i> article, <i>Respecting All Families</i> for classroom discussion -Weekly Reflection-“Professional Collaboration”
Week 13	-Theories of Classroom Management and Alignment with Ojibwe Values -Collaborative Learning	-Behavior Lesson Plan Reflection DUE -Read Graham article <i>Authority or Democracy</i> -Read <i>Ferlazzo</i> article -Read <i>Positive Indian Parenting</i> Session VII and VIII -Weekly Reflection
Week 14	Case Studies- Putting It All Together	-Read <i>Braun, Finch, Mcleod, and Ryan</i> articles. Articles will be assigned for Round Robin Style sharing.
Week 15	Case Studies Continued Evaluating Outcomes of your Teaching and Learning Self-Care/Burnout	-Complete Teacher Self-Assessment -Weekly Reflection “Reflecting on and Revising Practice.” -Case Studies DUE
Week 16	Case Studies discussion Field Experience discussion – What was learned? Advice to yourself and others.	Field Experience Journal DUE

**FDLTCC Competencies Across the Curriculum (CAC)**

**Information Literacy** – the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.

**Ability to Communicate** – the ability to listen, read, comprehend, and/or deliver information in a variety of formats.

**Problem Solving** – The ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.

**Culture** – knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.



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### Conceptual Framework

#### Vision

The vision of the FDLTCCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o'o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

#### Mission

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

#### Cultural Standards Woven Together with Professional Outcomes

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

#### Professional Outcome: Content and Pedagogical Knowledge

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

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

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

#### Disposition: Communication and Collaboration

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

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



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- Critical Friends Groups

- *Community Involvement*: Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.
- *Communication*: Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms.

#### Professional Outcome: Community and Collaboration

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

#### **ZOONGIDE'EWIN – Strong Hearted**

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

#### Disposition: Vision and Leadership

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

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

#### Professional Outcome: Transformational Leadership

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

#### **AANGWAAMIZIWIN – Diligence and Caution**

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

#### Disposition: Ethical Behavior

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

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.



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- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

#### Professional Outcome: Ethical Practitioner

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

#### **DEBWEWIN – Honesty and Integrity**

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

#### Disposition: Data-Informed Practice

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

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

#### Professional Outcome: Assessment and Use of Data

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

#### **ZAAGI' IDIWIN – Loving and Caring**

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

#### Disposition: Equity, Social Justice, and Inclusion

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

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.



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- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

#### Professional Outcome: Diversity

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

#### **ZHAWENINDIWIN – Compassion**

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

#### Disposition: Life-long Learner

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school- home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

#### Professional Outcome: Generation of New Knowledge

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

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

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

Subpart 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

6B. understand how social groups function and influence people, and how people influence groups;

6C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;



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- 6D. know how to help people work productively and cooperatively with each other in complex social settings;
- 6E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
- 6F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
- 6G. understand how participation supports commitment;
- 6H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
- 6I. establish peer relationships to promote learning;
- 6J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
- 6K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
- 6L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
- 6M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
- 6N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- 6O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- 6P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
- 6Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
- 6R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individual.



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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:

7J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;

Subpart 10. Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

10C. understand the influences of the teacher's behavior on student growth and learning;

10H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

And/Or

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

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

NA

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