



**Anishinaabe and American  
Elementary Education Program**  
**Fond du Lac Tribal and Community  
College**



**COURSE: EDU 4101 Curriculum and Instruction**

**Name: Dr. Dawn Quigley**

**Course Title: Curriculum and Instruction \_\_\_\_\_**

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

Successful admittance into the Elementary Education Teacher program

Asynchronous, with **some online Zoom synchronous class Tuesdays 4:30- 5:45pm**

**Course Description:**

This course examines curriculum and instruction through the lens of best practice instruction. Students will explore theories, methods, and procedures in the development of curriculum and instructional practices through the use of standards-based education. Research based practices will be taught and utilized to improve K-12 student learning in a school setting that supports the diverse needs of its students. Formal and informal assessments will be developed according to their lessons. Twenty (20) hours of clinical experience with K-6 students are required.

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

Redman, J. A., & Anderson, M. G. (2017). *Teacher as a Decision Maker: Curriculum, Instruction, and Assessment*. Dubuque, IA: Great River Learning.

**Course Content:**

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|--|----------------------------------|
| A. Creating Good Schools   | I. Teaching and Learning Plans   |
| B. Enhancing Teaching and Learning                                 | J. Mastery Learning and Teaching |
| C. Investigating Curricular Concepts and Foundations               |                                  |
| D. Historical Perspective of Curriculum Development                |                                  |
| E. Curriculum Development Process                                  |                                  |
| F. Development of Performance Expectations and Unpacking Standards |                                  |
| G. Designing Quality Curriculum                                    |                                  |
| H. Theories in Learning  |                                  |



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**Outcomes and Assessments**

Learning Outcomes

1. Compare quality curriculum and design curriculum that meets the diverse needs of students.
2. Apply theory to the development of curriculum and instruction so that researched methods of best practice are evident in teaching.
3. Explain the historical perspective of curriculum development and theories of learning and how the history and theories impact the learning of their students.
4. Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.
5. Determine how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies.
6. Demonstrate the process of curriculum development as well as how performance expectations and unpacking standards are necessary parts of instruction.
7. Investigate teaching strategies so all students can and should learn at the highest possible levels and persist in helping all students achieve success.

**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 (must meet 3)</b>	<b>Learning Outcomes that Align to Cultural Standards (2 for each standard) The student will:</b>	<b>Cultural Assessment</b>
<p><b>1. GIKENDAASOWIN <i>Knowing knowledge</i></b> To prepare our students to be problem solvers who strive for continuous learning and growth.</p> <p><u>Outcome:</u> Content/Pedagogical Knowledge and Technology Integration To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to an Ojibwe-Anishinaabe way of knowing.</p>	<p>Compare quality curriculum and design curriculum that meets the diverse needs of students.</p> <p>Apply theory to the development of curriculum and instruction so that researched methods of best practice are evident in teaching.</p>	<p>Students will interview a classroom teacher <b>and</b> an administrator (principal or curriculum director) in an elementary school. One school must be a school with at least 30% of the population being Indigenous. The other school may be in an urban, suburban, charter, or parochial school. Choose one school district but interview both an administrator and teacher in that district.</p> <p>Summarize the information you gathered.</p> <p>Identify and discuss the educational perspective(s) used by each interviewee, while comparing and contrasting interviews.</p> <p>Questions for the interview will include comparing quality curriculum and designing curriculum that meets the needs of diverse learners and how to nurture the development of student critical thinking, independent problem solving, and performance capabilities.</p>



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		<p>Students will design a one day group lesson. Work with a small group to develop and teach a one-day lesson plan for teaching Indigenous learners. The one-day lesson using one of Bloom's levels, content, and grade level. The lesson will be taught as if your peers were a group of classroom students. The lesson must utilize multiple resources and materials to support multiple learning styles when providing instruction. The lesson must include a formative assessment to measure progress. Lastly, the lesson must be creative and engaging.</p>
<p><b>3. ZOONGIDE'EWIN <i>Strong hearted</i></b> To provide a foundation on which we build and strengthen each student's resilience, innovation, and passion.</p> <p><u>Outcome:</u> Transformational Leadership To increase the teachers' leadership capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.</p>	<p>Investigate teaching strategies so all students can and should learn at the highest possible levels and persist in helping all students achieve success;</p> <p>Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;</p>	<p>Students will use Mastery Learning as the foundation for devising a plan to support Indigenous students who are failing to reach the objectives the first try. Questions to be answered through the plan: What will you have them study? Who could help them? Are there alternative materials to use to teach the concepts? What will the successful students do while the others work more on the same objectives?</p> <p>Students will create a lesson for Indigenous learners using a curriculum mapping or UbD approach. Set one short-range and one long-range goal linked to student needs and performance.</p>
<p><b>5. DEBWEWIN</b> <b><i>Honesty and integrity</i></b> Encourage students to develop a deeper appreciation of their own worldview and the worldview of others.</p> <p><u>Outcome:</u> 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.</p>	<p>Determine how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies</p> <p>Demonstrate the process of curriculum development as well as how performance expectations and unpacking standards are necessary parts of instruction.</p>	<p>Students will learn about seven different methods for presenting content. Choosing a content area in a grade level of choice with Indigenous students in mind, explain the topic using each of the seven methods for presenting content.</p> <p>Develop a six-level unit plan utilizing a lesson plan template. Your unit should show evidence of MN Academic Standards in Math at the 4-6 level of your choice and that Bloom's Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels</p>



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		and focus on Indigenous students and their learning styles, culture, and values. The plan should also show evidence of utilization of multiple methodologies and strategies to support instruction.
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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
3A. Student Learning	understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;	<p>Course Readings Chapter 8-Learning How to Learn</p> <p>Week 11--Activities and Discussion:</p> <p>What Do They Have in Common? Looking at 10 groups of people, decide what the common characteristic is for each group. Be prepared to share in class.</p> <p>Theories of Learning Behaviorism, Cognitivism, Developmentalism, Humanism</p> <p>Stages of Development Sensory Motor Preoperational Concrete Operational Formal Operational</p> <p>Piagetian Concepts Schema Assimilation Accommodation Equilibration</p> <p>Constructivism and Contextual Learning</p> <p>Zone of Proximal Development and Scaffolding Tasks the learner can do on his/her own Tasks the learner can do with help Tasks the learner cannot do</p> <p>Learning Styles Kolb's Learning Styles-Concrete (Feeling), Reflective (Watching), Abstract (Thinking), Active (Doing)</p>	<p>Through the course readings and class discussions of theories of learning, stages of development, Piagetian Concepts, Constructivism and Contextual Learning, Zone of Proximal Development and Scaffolding, Learning Styles, and Multiple Intelligences, students will understand how students internalize knowledge, acquire skills, and develop thinking behaviors. Students will know how to use instructional strategies that promote student learning through the Learning Principles Activity where students designate the principle of learning that is illustrated by the activities described in the case study. They will explain why each principle fosters the learning process and use learning strategies.</p> <p>Students will demonstrate this understanding by developing a 20 minute lesson using the assigned lesson plan format. The lesson will encompass one of the theories of learning, one stage of development, at least two different learning styles, and three multiple intelligences. The lesson must be designed using prior knowledge of Indigenous learners and students in grades 4-6 in a content area of choice. Technology must be incorporated into the lesson. The instructional strategies used will promote student learning. The lesson will be taught during the field experience. A written reflection will be completed using the following prompts: I noticed... I wondered...</p>	Determine how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies	<b>DEBWE WIN</b> <i>Honesty and integrity</i>



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	<p>Glaser's Principles of Learning          10% of what we read          20% of what we hear 30% of what we see          50% of what we see and hear          70% of what we discuss with others          80% of what we personally experience          95% or what we teach others</p> <p>Learning Styles Activity          Complete the inventory. Provides understanding as to why educators need to embrace each preference. As teachers we tend to teach in our learning style preference. We must expand to reach the needs of our students.</p> <p>Multiple Intelligences          Linguistic, Logical-Mathematical, Spatial, Musical, Bodily Kinesthetic, Interpersonal, Intrapersonal, Naturalist, Existential, Moral</p> <p>Multiple Intelligences Activity          Brainstorm about strategies that would accommodate each of the types of intelligences. Pick a topic in 4-6 grades and create a task that draws on one or more other potential strengths/intelligences of your potential students.</p> <p>Information Processing          Sensory Memory, Short-term Memory, Long-term Memory</p> <p>Learning Theory and Memory          Congruence Principle, Organization and Clarity Principle, Variety Principle, Active Processing Principle, Experience-Based Learning Principle, Higher-Level Thinking Principle, Concept Attainment Principle</p> <p>Video: Velcro Learning Theory Explained          After viewing the video, reflect on an experience when you either did not have the adequate information (background knowledge) to be successful in an activity or you had plenty of background knowledge and were successful. Be ready to share in class.</p>	<p>I saw...          I liked...          I would do differently...          Students were doing...</p>		
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		<p>Learning Principles Activity Read the case study. Identify the principle of learning that is illustrated by the activities described in the case study. Be ready to explain why each principle fosters the learning process.</p> <p>Exercise #1-Discuss with classmates how similar content might be organized in different ways for different instructional purposes to maintain consistency, respectively, of those who see (1) learning as a behavior; (2) learning as discovery or constructing new information; (3) learning as developmental stages; or (4) learning that is personally constructed, but socially shared. Summarize your comments and be prepared to share with your classmates.</p> <p>Exercise #4-Multiple Intelligences What type of multiple intelligence do you favor? <a href="http://www.Edutopia.org">www.Edutopia.org</a> has an online, 24 question survey that students can take to discover their preferred multiple intelligences.</p> <p>Exercise #5-Table of Data Read the following scenario: You had each of your 6th graders take the above inventory to get a glimpse of the varying multiple intelligences in your class. Examine the data below and then answer the questions.</p>			
3G.	use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of	<p>Course Readings Chapter 1-Creating Good Schools</p> <p>Activities: Written Assignment: Develop Instructional Strategies that Promote Student Learning</p> <p>Week 1--Activities and Discussion: Anticipatory Set (The Good, the Bad, the Ugly-Think about your experiences as the lead instructor or a student participant. Recall emotions, teaching/learning experiences that caused you to want to succeed. Recall negative experiences. Describe the experiences using the chart.</p>	<p>Through the course readings, activities, and discussion, the students will use their thoughts and experiences to plan instructional activities. Students will complete tasks in class and a written assignment that will result in group interaction, defending their rationale, and utilize their thoughts and experience when sharing.</p> <p>Through the course readings, class discussions, and the field experience, students will observe in a classroom and note how group interaction, oral and written samples of learning demonstrate how students use their thoughts and experiences when responding to classmates. From this</p>	Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;	<b>ZOONGI DE'EWIN</b> <i>Strong hearted</i>



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<p>student thinking; and</p>	<p>Performance Expectations (students will rate themselves on what they will learn in the readings);</p> <p>Philosophies of Education (Essentialism, Perennialism, Progressivism, Reconstructionism) ;</p> <p>Video: Changing Paradigms (Sir Ken Robinson- Effects of economics and culture on education and educational change. Be prepared to have a discussion regarding these changes and how they impact what you will do in the classroom);</p> <p>Articles: Preparing Students for the Future (Four megatrends the nation must address to meet the challenges of the 21st century--discuss the most difficult and confusing parts of the trend);</p> <p>Framework for 21st Century Learning (Skill sets including Critical Thinking, Creativity and Innovation, Collaboration and teamwork, Cross-cultural understanding, Communication, information, and media literacy, Computing, and Career and self-reliance--discuss how these skill sets will impact teaching and learning);</p> <p>But That's Just Good Teaching (Culturally Relevant Teaching--discuss how this idea impacts teaching and learning);</p> <p>Videos: Did You Know 2016 (Share what surprised you regarding the video); Ubuntu (Recognizing and appreciating the value of each human being--share with the class how ubuntu relates to culturally relevant teaching. Using the strategy I think-We think, students will record individual ideas prior to the pairing and then formulate ideas that encapsulate how the pair thinks collectively);</p> <p>Summary Learning Activity: What is the Best Teaching Scenario?--Using the given scenarios, students will rank them from 1 to 6 deciding where the best</p>	<p>observation, students will develop questions to use to encourage discussion using what students know and think.</p> <p>Through Exercise #3 (Chapter 1), students will create a list of questions after their field experience in a 4th-6th grade classroom. This list of questions will encourage discussion and written responses using what students know and think.</p>		
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		<p>admirable teaching and learning took place and the least admirable teaching and learning took place. After ranking, you will be sharing your rankings with classmates to persuade others of your ranking. You should be thinking about the principles that inform your ranking and how you will explain and defend them to others.</p> <p>Field Experience--Note how the teacher will note how group interaction, oral and written samples of learning demonstrate how students use their thoughts and experiences when responding to classmates. They will generate a list of questions to use when planning lessons that will encourage discussion and written responses using what students already know and think.</p>			
3H.	demonstrate knowledge and understanding of concepts related to technology and student learning.	<p>Course Readings Chapter 5-Examining the Curriculum Development Process</p> <p>Week 5--Activities and Discussion: Pre-Assessment KWL Chart Personal Knowledge and understanding of curriculum development through What do you already know? What do you want to know? Complete the last column of What did you learn? at the end of the chapter.</p> <p>Video: Curriculum Development Satire of curriculum development--small groups will come to a consensus of a One Sentence Summary for what is realistic and one sentence that is not realistic. Small groups will share their two sentences in class.</p> <p>Video: Curricular Planning in Today's World After viewing the video, students will complete a three minute pause--I changed my attitude about...I became more aware of...I was surprised about...I felt...I related to...I empathized with...</p> <p>Article: Defining Effective Curriculum "Where We Stand"--a comprehensive overview on the effective components of curriculum. Complete a "do jots" using four to six post it notes. When</p>	<p>Through the course readings, activities, and discussion of Chapter 5-Examining the Curriculum Development Process, the students will demonstrate knowledge and understanding of concepts related to technology and student learning.</p> <p>Through Exercise #3 (Chapter 5), students will demonstrate their knowledge and understanding of concepts related to technology and student learning through writing a philosophy statement. The philosophy statement will include a definition and components of their area of teaching; rationale for studying that area; expected student outcomes; references aligned to standards; beliefs and core values of teaching and learning; how to use technology and assessments to improve the program and student learning; and current discipline trends and issues.</p> <p>Through reading articles on how to enhance the learning of students through the use of technology and analyzing them for the important points and then, completing the five minute presentation sharing what the students learned, they will demonstrate knowledge and understanding of concepts of technology related to student learning.</p>	Compare quality curriculum and design curriculum that meets the diverse needs of students.	<b>GIKEND AASOWI N Knowing knowledge</b>



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	<p>you read a compelling component, have a question, a disagreement, or need more information, jot on a post-it note. Bring your jots to class.</p> <p>Article: Parental Feedback Parental feedback on math curriculum</p> <p>Philosophy Statement Read an example of the philosophy of curriculum from Broken Arrow School District.</p> <p>Four Cyclic Stages Analysis, Design, Implementation, Evaluation</p> <p>Needs Assessment Components Student needs and interests, Societal Data, Subject Matter, and Standards</p> <p>Sources of Needs Examine the goals and determine what primary source they reflect. During class, students will participate in a Choral response. For each goal, students will say their answer in unison.</p> <p>Screens After goals and objectives are developed, they should be funneled through the philosophy of education and the psychology of learning. The last stage is the development of a philosophy statement.</p> <p>Curriculum Phases Analysis: Needs assessment process, Four sources of needs, Two screens or filters, Philosophy statement Design: Presenting content, Unpacking and aligning standards, Outcomes and expectations, Organization (scope and sequence), Essential components (platform) Implementation: Ownership challenge, Pedagogy and teaching strategies, Resources, Differentiation Evaluation: Four lenses (assessment plan), Standards based, Technical Qualities, Referencing</p> <p>Analogy: House Building</p>	<p>Based on the assignment, the student will demonstrate the use of technology to share their knowledge and understanding how technology can enhance the learning of students.</p> <p>Through the development of a Math activity for a 4-6 grade classroom, students will demonstrate knowledge and understanding of concepts of technology and how it enhances the learning of students.</p>		
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		<p>Review a table that compares building a horse to building a complete curricular cycle</p> <p>Animal School Fable (Curriculum Fable): Think about the connection between the fable and the curriculum concepts presented in this chapter. In a small group, the members will come to a consensus on the moral of the fable.</p> <p>The Curriculum Development Process Connect the statements with the four phases of curriculum development: Analysis, Design, Implementation, Evaluation</p> <p>Students will find and read two articles on using technology to enhance the learning of students. Students will note five important points from each article. Students will develop a 5 minute presentation using technology as the platform to share the important points from their chosen articles.</p> <p>Students will develop an activity using technology to teach a Math concept during their field experience in a 4-6 grade classroom.</p>			
4I <b>Diverse Learners</b>	understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;	<p>Course Readings Chapter 10-Analyzing Mastery Learning and Teaching</p> <p>Week 10--Activities and Discussion: Lesson Plan Design Develop a scope and sequence for a given lesson.</p> <p>Direct Instruction Herbartism, Gagne's Categories of Outcomes, and Events of Instruction, Rosenshine's Direct Instruction Model, Bloom's Mastery Learning Model, Hunter's Mastery Teaching Model</p> <p>Hunter's Mastery Teaching Model Teaching Template Anticipatory Set Lesson Objectives Input/Teaching to the Objective Modeling Check for Understanding Guided Practice Independent Practice</p>	<p>Through the course readings, activities, and discussion lesson plan design, the different theories of Direct Instruction, and components of Direct Instruction, the students will understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success.</p> <p>Through Exercise #1 (Chapter 10), students will use Mastery Learning as the foundation for devising a plan to support Indigenous students who are failing to reach the objectives the first try. Questions to be answered through the plan: What will you have them study? Who could help them? Are there alternative materials to use to teach the concepts? What will the successful students do while the others work more on the same objectives?</p> <p>Students will think about a student they work with in their field experience who is struggling to meet expectations. They</p>	Investigate teaching strategies so all students can and should learn at the highest possible levels and persist in helping all students achieve success;	<b>ZOONGI DE'EWIN</b> <i>Strong hearted</i>



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		<p>Closure</p> <p>Components Found in a Direct Lesson In the first part of this learning activity you will assess your understanding of the key components of a direct lesson design format. Using the Mastery Teaching model and Gagne’s Events of Instruction, both of which are examples of the direct lesson format, identify the appropriate component that is characterized by each question. After identifying each component, sequence (using numbers 1–8) the components in the most logical order.</p> <p>Exercise #1--Mastery Learning Mastery learning involves reteaching, corrective individualized instruction, and feedback. Plan what you would do for the students who fail to reach the objectives on the first try. What will you have them study? Who could help them? Are there alternative materials to use to teach the concepts? What will the successful students do while the others work more on the same objectives? You need to make some plans about these matters before you begin planning. Briefly, write out your ideas and plan to share your ideas with colleagues for feedback. Think about a student you work with in your field experience who is struggling to meet expectations. Write your plan for this student. Once your plan is developed, present it to the classroom teacher of your field experience to get feedback.</p>	<p>will write their plan for this student. Once the plan is developed, the student will present it to the classroom teacher of the field experience to get feedback.</p>		
4K	<p>identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs;</p>	<p>Previous course readings on supporting Indigenous learners.</p> <p>file:///Users/raevillebrun1/Desktop/Supporting-Success-for-Indigenous-Students.pdf</p> <p>One Day Group Lesson With a group, design a lesson using the Minnesota state standards. The</p>	<p>The student will identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs.</p> <p>Students will design a one day group lesson. Work with a small group to develop and teach a one-day lesson plan for teaching Indigenous learners. The one-day lesson using one of Bloom’s levels, content, and within a 4-6 grade level. The lesson will be taught as if</p>	<p>Apply theory to the development of curriculum and instruction so that researched methods of best practice</p>	<p><b>GIKEND AASOWI N Knowing knowledge</b></p>



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		<p>assigned lesson plan form will be provided. All sections of the lesson plan form must be completed. Using the knowledge and understanding of Indigenous learners from previous classes in the program, along with the current article, students will develop a one day lesson using Bloom's levels of taxonomy and within a 4-6 grade level. The one day lesson will identify and design instruction appropriate to a student in the 4-6 grade level. Students will consider the stages of development, learning styles, strengths, and needs of students. Students will be given specific stages of development, learning styles, strengths, and needs of students to fill their class of Indigenous learners.</p> <p>Students will present their 20 minute lesson to the class using a technology resource of their choice. The class will critique the lesson and provide feedback.</p>	<p>your peers were a group of classroom students. The lesson must utilize multiple resources and materials to support multiple learning styles when providing instruction. The lesson must include a formative assessment to measure progress. Lastly, the lesson must be creative and engaging.</p> <p>Based on the assignment, students will have identified and designed instruction appropriate to a student's stages of development, learning styles, and strengths. The students the lesson is designed for will be Indigenous learners. Students will use knowledge about Indigenous learners previously gained in other courses in the program.</p>	<p>are evident in teaching.</p>	
4L	<p>use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;</p>	<p>Course Readings Chapter 3--Investigating Curricular Concepts and Foundations</p> <p>Activities:</p> <p>Written Assignment: Develop Instructional Strategies that Promote Student Learning</p> <p>Week 3--Activities and Discussion: Elicitation Poster (a tool to practice assessing prior knowledge);</p> <p>Performance Expectations (students will rate themselves on what they will learn in the readings)</p> <p>Working Definition of Curriculum (guided experience for children, plans for learning, outcomes of learning, systems for achieving education production)</p> <p>Review the definitions of curriculum and write your own operational definition of curriculum. Share your definition in class.</p>	<p>Through the course readings, activities, and discussion of performance expectations, curriculum definitions, seven methods of presenting content, curricular organization, and curriculum axioms, the students will understand how to use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes.</p> <p>Students will use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes when they complete Exercise #5. Students will choose a content area for grades 4, 5 or 6 with Indigenous students in mind and illustrate each of seven methods to present content (Content Outline, Outcomes of Expectations, Summary or Narrative, Essential Questions, Standards, Tasks, and Concept Map). Each illustration will include a description, the advantages to use the method, and examples. Each of the methods will include more than one learning style and more than one multiple</p>	<p>Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.</p>	<p><b>ZOONGI DE'EWIN</b> <i>Strong hearted</i></p>



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		<p>Presenting Content; Types of Sequence;</p> <p>Article: Hidden Curriculum (cultural expectations, cultural values, cultural perspectives, curricular topics, teaching strategies, school structures, and institutional rules)--Develop a T-chart from the articles with one column listing things you already knew and one column for things you learned.</p> <p>Video: Hidden Curriculum in Education While watching the video, write three things about hidden curriculum that are new to you. Be prepared to share the most significant learning point in class.</p> <p>Seven Methods of Presenting Content Content Outline, Outcomes or Expectations, Summary or Narrative, Essential Questions, Standards, Tasks, Concept Map</p> <p>Curricular Organization Scope, Scope Dimensions, Sequence, Sequence Dimensions</p> <p>Curriculum Axioms (whole group discussion on curriculum axioms)</p> <p>Exercise #5-Methods for Presenting Content-Students will select a content area in grades 4-6 and illustrate each of seven methods to present content (Content Outline, Outcomes of Expectations, Summary or Narrative, Essential Questions, Standards, Tasks, and Concept Map). Each illustration will include a description, the advantages to use the method, and examples.</p>	<p>intelligence. Students will present this lesson during the field experience. When the lesson is completed, students will write a reflection using the following prompts: I noticed... I wondered... I saw... I liked... I would do differently... Students were doing...</p>		
4M	accommodate a student's learning differences or needs regarding time and circumstances for work, tasks	<p>Chapter 9-Planning for Teaching and Learning</p> <p>Week 9-Activities and Discussion:</p> <p>The Elicitation Poster for Instruction In small groups, develop an Elicitation Poster for the concept of instruction. Be prepared to share it with the whole group.</p>	<p>Through the course readings, activities, and discussion of Chapter 9-Planning for Teaching and Learning, the students will accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes.</p> <p>Through Exercise #1 (Chapter 9), students will observe a teacher through</p>	Investigate teaching strategies so all students can and should learn at the highest possible levels and persist in	<b>ZOONGI DE'EWIN</b> <i>Strong hearted</i>



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<p>assigned, communication, and response modes;</p>	<p>Lesson Planning Axioms (self-evident truths)</p> <p>Three Families of Instructional Models Deductive Philosophy-Teacher centered and teacher serves as disseminator of information Inductive Philosophy-Student centered and the teacher serves as a facilitator Social (Values) Philosophy-Student centered based on social experiences and the teacher serves as a guide</p> <p>Selecting appropriate teaching methods: Identify and separate elements of teaching-learning situation Conceptualize relationships among those elements Select appropriate instructional strategies Plan how to translate selected strategies into practice Identify appropriate supporting strategies, media, and resources Evaluate effectiveness of selected strategies Modify and revise strategies for future improvement</p> <p>Gradual Release I do, We do, You do together, You do alone</p> <p>Types of Questions Cognitive-Memory Questions Convergent Questions Divergent Questions Evaluative Questions</p> <p>Article/Video: Questioning Read the article and watch the video. Bring one sentence from the article and one word from the video. There will be an in class discussion on what was most meaningful.</p> <p>Questioning Techniques Redirecting, Probing, Focusing, Wait-Time</p> <p>Article: Effective Questioning and Talk While you read, you will take notes on the Pluses and Challenges handout. You will list the concepts you know and are</p>	<p>the Teaching Channel, The teachers performance will be critiqued and analyzed. A list of the dominant instructional patterns or methods of interaction will be made. Observe interactions with students and list accommodations the teacher made for students and the interactions between the teacher and students. Write a list of questions or bullet points to ask or discuss with the teacher to find out why certain teaching behaviors were used. If the teacher asked what could be improved, what suggestions would be made.</p> <p>Through Exercise #4 (Chapter 9), the student will design an opening and closing for given lesson topics. The opening and closing must include accommodations for students taking into consideration learning differences.</p>	<p>helping all students achieve success</p>	
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prepared to include in your teaching in the “Plus” column. You will list the concepts you are unsure of, have questions about, and are not ready or do not want to include in your teaching, in the “challenge” column. Bring the list to class for further discussion with your classmates.

**Nonverbal Communications**  
Facial Expressions, Gestures, Eye Contact, Posture and Body Orientation, Movement, Proximity, Paralinguistics, Appearance, Humor

**Non-verbal Self-Assessment**  
Rate yourself on each nonverbal characteristics.

**Lesson Planning Axioms**  
Read each axiom and decide if you agree or disagree with the principle. Support your decision by citing appropriate explanations or examples.

**Targets and Strategies**  
Practice choosing the best instructional strategies to match your learning targets. Select an instructional strategy for the given learning objective. Provide justification for your decision. Use the questions for consideration:  
Age and Development  
Background Knowledge  
Lesson Outcomes  
Subject-Matter Content  
Principles of Learning  
Time  
Materials and Resources  
Space/Physical Settings

**Field Experience**  
You will develop a lesson using the lesson plan template provided. Your lesson plan will include different motivational strategies that are likely to encourage continuous development of individual learner abilities. You will teach the lesson as part of your field experience. After the lesson, you will write a reflection on how the motivational strategies worked and how you could improve them. You will



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		<p>discuss if the lesson increased the individual learners' abilities.</p> <p>Exercise #1- Observation/Critique/Analyze Teacher Students will observe a teacher through the Teaching Channel, The teachers performance will be critiqued and analyzed.</p> <p>Exercise #4-Opening and Closing a Lesson Students will design an opening and closing for given lesson topics.</p>			
4Q.	develop a learning community in which individual differences are respected;	<p>Course Readings Chapter 2-Enhancing Teaching and Learning</p> <p>Week 2--Activities and Discussion:</p> <p>Video: Keynote Speaker to Educators What impact would his message have on you if you were a teacher at that opening day inservice? Be prepared to share in class.</p> <p>PBI Self Assessment Review the teaching practices associated with the Performance-Based Instruction Model.</p> <p>Standards -Led Educational Reform-- Standards, Curriculum, Instruction, Assessment</p> <p>Curricular Components--What Philosophy Statements, Standards, Enduring Understandings, Essential Questions, Performance Expectations, Scope and Sequence</p> <p>Assessment Components--When Performance Standards (Evidence of Success), Balanced Assessment Strategies,</p> <p>Instruction Components--How Research-Based Strategies, Differentiation Strategies, Learning Resources</p>	<p>Through the course readings, activities to build a learning community through Performance Based Instruction, understanding Standards-Led Educational Reform, building an understanding of standards of effective practice, students will develop a learning community in which individual differences are respected.</p> <p>Students will develop a plan to develop their learning community using the Performance-Based Instruction and Standards of Effective Practice. Through developing a plan, they will create steps to ensuring their learning community respects individual differences. They will develop a pre/post-assessment so they will be able to determine growth in students' ability to respect one another's differences. Part of the plan will be activities to encourage celebrating the differences of one another and at least two activities that will develop knowledge and skills to acknowledge differences without negative feelings.</p>	<p>Determine how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies</p>	<b>DEBWE WIN Honesty and integrity</b>



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PLC (Professional Learning Communities)--Three minute write:  
What is a PLC? What purposes do PLCs serve? What core principles are PLCs based? Be prepared to share in class.

PLC  
What do we want each student to learn?  
How will we know when each student has learned it?  
How will we respond when a student experiences difficulty in learning?  
What will we do if they know it?

PLC-Big Ideas  
Focus on learning  
Work collaboratively  
Hold itself accountable

Performance-Based Instruction  
Ten major assumptions that underlie and characteristics that support PBI

PBI Summary  
Who=Students  
What=Multiple types of outcomes  
When=Tests, tasks, rubrics  
How=Action learning strategies

Compare Traditional Instruction and PBI

Articles: Standards of Effective Practice  
Create a graphic organizer for one of the SEPs after discussing and examining the 10 SEPs.  
Discuss the important ideas, concepts, processes, and teaching behaviors that give meaning to that standard.

Curriculum Fable: The Mobius Strip  
Connect the fable and the Triad Elements. In a small group, come to a consensus on the moral of the fable.

Using the 10 major assumptions that underlie and characteristics of Performance-Based Instruction and the Teaching and Learning Cycle, develop a plan to develop a learning community in which individual differences are respected. Use the plan as the foundation for your field experience.



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		Develop a pre/post-assessment to gather baseline data so that you are able see growth in your students' ability to respect and celebrate individual differences at the end of the field experience.			
5A <b>Instructional Strategies</b>	understand Minnesota's graduation standards and how to implement them;	<p>Previous course readings on supporting Indigenous learners.</p> <p>file:///Users/raevillebrun1/Desktop/Supporting-Success-for-Indigenous-Students.pdf</p> <p>Math Unit Plan with Adaptations &amp; Modifications</p> <p>Develop a six level unit plan utilizing an assigned lesson plan template. Your unit should show evidence of MN Math Academic Standards at the 4-6 grade level and that Bloom's Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values. The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction.</p>	<p>Through discussion, the students will learn what a Math Unit Plan with Adaptations &amp; Modifications is and how to use it to develop their lessons. This lesson will be focused on Indigenous learners.</p> <p>Through the development of the Math Unit Plan with Adaptations &amp; Modifications, the student will understand Minnesota's graduation standards and how to implement them.</p>	Demonstrate the process of curriculum development as well as how performance expectations and unpacking standards are necessary parts of instruction.	<b>DEBWE WIN</b> <i>Honesty and integrity</i>
5D.	nurture the development of student critical thinking, independent problem solving, and performance capabilities;	<p>Interview a classroom teacher <b>and</b> an administrator (principal or curriculum director) in an elementary school. One school must be a school with at least 30% of the population being Indigenous. The other school may be in an urban, suburban, charter, or parochial school. Choose one school district but interview both an administrator and teacher in that district.</p> <p>Summarize the information you gathered.</p> <p>Identify and discuss the educational perspective(s) used by each interviewee, while comparing and contrasting interviews.</p> <p>Questions for the interview must include how to nurture the development of student critical thinking, independent problem solving, and performance capabilities. Types and samples of interview questions will be discussed in the classroom prior to the interviews.</p>	<p>Through the perspectives paper, students will learn how teachers and administrators nurture the development of student critical thinking, independent problem solving, and performance capabilities.</p> <p>The student will use what they learn in the interview and develop their own methods of nurturing the development of student critical thinking, independent problem solving, and performance capabilities.</p>	Compare quality curriculum and design curriculum that meets the diverse needs of students.	<b>GIKEND AASOWI N</b> <i>Knowing knowledge</i>



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		<p><b>Perspective Analysis</b>  <b>Paper:</b> Interview a classroom teacher <u>and</u> an administrator (principal or curriculum director) in an elementary school—in urban, suburban, charter, tribal or parochial school. Choose one school district but interview both an administrator and teacher in that district.</p> <ul style="list-style-type: none"> <li>● Prepare a list of questions that incorporate curriculum and instruction prior to talking to a professional (This allows you to make good use of the time and be able to compare and contrast answers from various interviewees).  <b>Questions need to be approved by the instructor prior to the interview.</b></li> <li>● Take notes or record answers during interviews.</li> <li>● Summarize the information you gathered from the interviews and write one paragraph for each interview (for a total of two paragraphs), documenting who you spoke with and what was said. Do not write your feedback as a question and answer session but as a summary of what was stated.</li> <li>● Conclusion, identify and discuss the educational perspective(s) used by each interviewee, while comparing and contrasting interviews.</li> <li>● Submit the assignment and the interview questions on the last day of class.</li> </ul>			
5E.	demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;	<p>Lesson Planning            Develop Lessons using Multiple Intelligences            Develop Lesson Plans for Intervention Learners            Develop Lesson Plans for Gifted Learners            Develop Lesson Plans for students with disabilities</p> <p>Math Unit Plan with Adaptations &amp; Modifications            Develop a six level unit plan utilizing a lesson plan template. Your unit should show evidence of MN 4-6 Grade Level Standards of your choice and that Bloom’s Taxonomy was implemented</p>	Through the Lesson Planning activity, video, and discussion, students will demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. The students will use the assigned lesson plan format provided to develop lessons using more than one Multiple Intelligence to reach students who have different learning styles. Students will also develop lessons for intervention and enrichment (Gifted Learners). Finally, students will develop lessons for students with disabilities.	Compare quality curriculum and design curriculum that meets the diverse needs of students.	<b>GIKEND AASOWI N Knowing knowledge</b>



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		<p>each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values.</p> <p>The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction.</p>	<p>Through the development of the Math Unit Plan with Adaptations &amp; Modifications, the student will demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.</p>		
5F.	<p>design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;</p>	<p>Course Readings Chapter 8-Learning How to Learn</p> <p>Week 11--Activities and Discussion: What Do They Have in Common?; Performance Expectations; Theories of Learning; Learning Styles; Multiple Intelligences; Video: Velcro Learning Theory Explained; Performance Expectations; Summary Learning Activity: Learning Principles</p> <p>Exercise #4-Multiple Intelligences</p> <p>Exercise #5-Table of Data</p> <p>Math Unit Plan with Adaptations &amp; Modifications Develop a six level unit plan utilizing a lesson plan template. Your unit should show evidence of 4-6 MN Grade Level Standards of your choice and that Bloom's Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values.</p> <p>The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction.</p>	<p>Through the course readings, activities, and discussion of Chapter 8-Learning How to Learn, the students will design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.</p> <p>Through Exercise #4 (Chapter 8), students will examine their own Multiple Intelligence. Through this experience, the student will have a clear idea how to plan instruction using contextual considerations that bridge curriculum and student experiences.</p> <p>Through Exercise #5 (Chapter 8), students will be given a scenario to analyze. Questions to be answered: What does the data tell you? What will you need to consider when planning? How will you meet the needs of all learners?</p> <p>Through the development of the Math Unit Plan with Adaptations &amp; Modifications, the student will design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests. Lessons will include the use of technology.</p>	<p>Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.</p>	<p><b>ZOONGI DE'EWIN</b> <i>Strong hearted</i></p>
5G.	<p>use multiple teaching and learning strategies to engage students in active learning</p>	<p>Course Readings Chapter 8-Learning How to Learn</p> <p>Week 11--Activities and Discussion: What Do They Have in Common? Looking at 10 groups of people, decide what the common characteristic is for</p>	<p>Through the course readings, activities, and discussion of Chapter 8-Learning How to Learn, the students will use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance</p>	<p>Design teaching strategies and materials to achieve different instructional purposes and</p>	<p><b>ZOONGI DE'EWIN</b> <i>Strong hearted</i></p>



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<p>opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;</p>	<p>each group. Be prepared to share in class.</p> <p>Theories of Learning Behaviorism, Cognitivism, Developmentalism, Humanism</p> <p>Stages of Development Sensory Motor Preoperational Concrete Operational Formal Operational</p> <p>Piagetian Concepts Schema Assimilation Accommodation Equilibration</p> <p>Constructivism and Contextual Learning</p> <p>Zone of Proximal Development and Scaffolding Tasks the learner can do on his/her own Tasks the learner can do with help Tasks the learner cannot do</p> <p>Learning Styles Kolb's Learning Styles-Concrete (Feeling), Reflective (Watching), Abstract (Thinking), Active (Doing)</p> <p>Glasser's Principles of Learning 10% of what we read 20% of what we hear 30% of what we see 50% of what we see and hear 70% of what we discuss with others 80% of what we personally experience 95% of what we teach others</p> <p>Learning Styles Activity Complete the inventory. Provides understanding as to why educators need to embrace each preference. As teachers we tend to teach in our learning style preference. We must expand to reach the needs of our students.</p> <p>Multiple Intelligences Linguistic, Logical-Mathematical, Spatial, Musical, Bodily Kinesthetic, Interpersonal, Intrapersonal, Naturalist, Existential, Moral</p>	<p>capabilities and that help students assume responsibility for identifying and using learning resources.</p> <p>Through Exercise #4 (Chapter 8), students will examine their own Multiple Intelligence. Through this experience, the student will have a clear idea how to plan instruction using contextual considerations that bridge curriculum and student experiences.</p> <p>Through Exercise #5 (Chapter 8), students will be given a scenario to analyze. Scenario: You had each of your 6th graders take the above inventory to get a glimpse of the varying multiple intelligences in your class Questions to be answered: What does the data tell you? What will you need to consider when planning? How will you meet the needs of all learners?</p> <p>Through the development of the Math Unit Plan with Adaptations &amp; Modifications, the student will use multiple teaching and learning strategies, including technology, to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.</p>	<p>to meet student needs including developmental stages, prior knowledge, learning styles, and interests.</p>	
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	<p>Multiple Intelligences Activity Brainstorm about strategies that would accommodate each of the types of intelligences. Pick a topic in 4-6 grades and create a task that draws on one or more other potential strengths/intelligences of your potential students.</p> <p>Information Processing Sensory Memory, Short-term Memory, Long-term Memory</p> <p>Learning Theory and Memory Congruence Principle, Organization and Clarity Principle, Variety Principle, Active Processing Principle, Experience-Based Learning Principle, Higher-Level Thinking Principle, Concept Attainment Principle</p> <p>Video: Velcro Learning Theory Explained After viewing the video, reflect on an experience when you either did not have the adequate information (background knowledge) to be successful in an activity or you had plenty of background knowledge and were successful. Be ready to share in class.</p> <p>Learning Principles Activity Read the case study. Identify the principle of learning that is illustrated by the activities described in the case study. Be ready to explain why each principle fosters the learning process.</p> <p>Exercise #1-Discuss with classmates how similar content might be organized in different ways for different instructional purposes to maintain consistency, respectively, of those who see (1) learning as a behavior; (2) learning as discovery or constructing new information; (3) learning as developmental stages; or (4) learning that is personally constructed, but socially shared. Summarize your comments and be prepared to share with your classmates.</p> <p>Exercise #4-Multiple Intelligences What type of multiple intelligence do you favor? <a href="http://www.Edutopia.org">www.Edutopia.org</a> has an</p>			
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		<p>online, 24 question survey that students can take to discover their preferred multiple intelligences.</p> <p>Exercise #5-Table of Data Read the following scenario: You had each of your 6th graders take the above inventory to get a glimpse of the varying multiple intelligences in your class. Examine the data below and then answer the questions: What does the data tell you? What will you need to consider when planning? How will you meet the needs of all learners?</p> <p>Math Unit Plan with Adaptations &amp; Modifications</p> <p>Develop a six level unit plan utilizing a lesson plan template. Your unit should show evidence of MN 4-6 Grade Level Standards of your choice and that Bloom's Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values. The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction.</p>			
5H.	monitor and adjust strategies in response to learner feedback.	<p>Course Readings Chapter 2-Enhancing Teaching and Learning</p> <p>Week 2--Activities and Discussion:</p> <p>Video: Keynote Speaker to Educators What impact would his message have on you if you were a teacher at that opening day inservice? Be prepared to share in class.</p> <p>PBI Self Assessment Review the teaching practices associated with the Performance-Based Instruction Model.</p> <p>Standards -Led Educational Reform-- Standards, Curriculum, Instruction, Assessment</p> <p>Curricular Components--What</p>	<p>Through the course readings, activities to build a learning community through Performance Based Instruction, understanding Standards-Led Educational Reform, building an understanding of standards of effective practice, students will understand how to monitor and adjust strategies in response to learner feedback.</p> <p>Through the field experience, Field Experience in the 4-6 grade classroom field experience, students will develop an intervention lesson for a group of students. The lesson plan format will be provided. Formative assessments and alternative activities will be part of the plan. As students learn the concept or continue to struggle based on the feedback from the formative assessments, students will monitor and adjust strategies using the alternative</p>	Apply theory to the development of curriculum and instruction so that researched methods of best practice are evident in teaching.	<b>GIKEND AASOWI N Knowing knowledge</b>



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	<p>Philosophy Statements, Standards, Enduring Understandings, Essential Questions, Performance Expectations, Scope and Sequence</p> <p>Assessment Components--When Performance Standards (Evidence of Success), Balanced Assessment Strategies,</p> <p>Instruction Components--How Research-Based Strategies, Differentiation Strategies, Learning Resources</p> <p>PLC (Professional Learning Communities)--Three minute write: What is a PLC? What purposes do PLCs serve? What core principles are PLCs based? Be prepared to share in class.</p> <p>PLC What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? What will we do if they know it?</p> <p>PLC-Big Ideas Focus on learning Work collaboratively Hold itself accountable</p> <p>Performance-Based Instruction Ten major assumptions that underlie and characteristics that support PBI</p> <p>PBI Summary Who=Students What=Multiple types of outcomes When=Tests, tasks, rubrics How=Action learning strategies</p> <p>Compare Traditional Instruction and PBI</p> <p>Articles: Standards of Effective Practice Create a graphic organizer for one of the SEPs after discussing and examining the 10 SEPs. Discuss the important ideas, concepts, processes, and teaching behaviors that give meaning to that standard.</p>	<p>activities to support the students' learning.</p>		
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		<p>Curriculum Fable: The Mobius Strip Connect the fable and the Triad Elements. In a small group, come to a consensus on the moral of the fable.</p> <p>Field Experience: In the 4-6 grade classroom field experience, develop an intervention lesson for a group of students. The lesson plan format will be provided. Formative assessments and alternative activities will be part of the plan. As students learn the concept or continue to struggle based on the feedback from the formative assessments, students will use the alternative activities to support the students' learning.</p>			
5I.	vary the instructional process to address the content and purposes of instruction and the needs of students	<p>Course Readings Chapter 10-Analyzing Mastery Learning and Teaching</p> <p>Week 10--Activities and Discussion: Lesson Plan Design Develop a scope and sequence for a given lesson.</p> <p>Direct Instruction Herbartism, Gagne's Categories of Outcomes, and Events of Instruction, Rosenshine's Direct Instruction Model, Bloom's Mastery Learning Model, Hunter's Mastery Teaching Model</p> <p>Hunter's Mastery Teaching Model Teaching Template Anticipatory Set Lesson Objectives Input/Teaching to the Objective Modeling Check for Understanding Guided Practice Independent Practice Closure</p> <p>Components Found in a Direct Lesson In the first part of this learning activity you will assess your understanding of the key components of a direct lesson design format. Using the Mastery Teaching model and Gagne's Events of Instruction, both of which are examples of the direct lesson format, identify the appropriate component that is</p>	<p>Through the course readings, activities, and discussion lesson plan design, the different theories of Direct Instruction, and components of Direct Instruction, the students will vary the instructional process to address the content and purposes of instruction and the needs of students.</p> <p>Students will complete Exercise #3. They will develop a lesson using the Mastery Learning Template that includes the eight steps (Anticipatory Set, Lesson Objectives, Input/Teaching to the Objective, Modeling, Check for Understanding, Guided Practice, Independent Practice, Closure). Briefly answer the set of guiding questions that are provided for each component by describing the teaching activities that you would use to accomplish each task.</p> <p>Students will design a one day group lesson. Work with a small group to develop and teach a one-day lesson plan for teaching Indigenous learners. The one-day lesson using one of Bloom's levels, content, and grade level. The lesson will be taught as if your peers were a group of classroom students. The lesson must utilize multiple resources and materials to support multiple learning styles when providing instruction. The lesson must include a formative assessment to measure progress. Students will use technology to present the lesson. Lastly,</p>	Determine how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies	<b>DEBWE WIN</b> <i>Honesty and integrity</i>



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	<p>characterized by each question. After identifying each component, sequence (using numbers 1–8) the components in the most logical order.</p> <p>Exercise #3-Develop a lesson in a content area of your choice in grades 4-6 using the Hunter’s Mastery Teaching model. Select a topic of interest in your subject area and use the information from that topic to complete the eight steps (Anticipatory Set, Lesson Objectives, Input/Teaching to the Objective, Modeling, Check for Understanding, Guided Practice, Independent Practice, Closure) of the model.. Briefly answer the set of guiding questions that are provided for each component by describing the teaching activities that you would use to accomplish each task.</p> <p>Previous course readings on supporting Indigenous learners.</p> <p><a href="file:///Users/raevillebrun1/Desktop/Supporting-Success-for-Indigenous-Students.pdf">file:///Users/raevillebrun1/Desktop/Supporting-Success-for-Indigenous-Students.pdf</a></p> <p>One Day Group Lesson With a group, design a lesson using the Minnesota state standards. The assigned lesson plan form will be provided. All sections of the lesson plan form must be completed. Using the knowledge and understanding of Indigenous learners from previous classes in the program, along with the current article, students will develop a one day lesson using Bloom’s levels of taxonomy and within a 4-6 grade level. The one day lesson will identify and design instruction appropriate to a student in the 4-6 grade level. Students will consider the stages of development, learning styles, strengths, and needs of students. Students will be given specific stages of development, learning styles, strengths, and needs of</p>	<p>the lesson must be creative and engaging.</p> <p>The two different lessons, Exercise #3 and One Day Group Lesson, will give the students an opportunity to vary the instructional process to address the content and purposes of instruction and the needs of students.</p>		
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		<p>students to fill their class of Indigenous learners.</p> <p>Students will present their 20 minute lesson to the class using a technology resource of their choice. The class will critique the lesson and provide feedback.</p>			
5J	<p>develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking</p>	<p>Course Readings Chapter 10-Analyzing Mastery Learning and Teaching</p> <p>Week 10--Activities and Discussion: Lesson Plan Design Develop a scope and sequence for a given lesson.</p> <p>Direct Instruction Herbartism, Gagne's Categories of Outcomes, and Events of Instruction, Rosenshine's Direct Instruction Model, Bloom's Mastery Learning Model, Hunter's Mastery Teaching Model</p> <p>Hunter's Mastery Teaching Model Teaching Template Anticipatory Set Lesson Objectives Input/Teaching to the Objective Modeling Check for Understanding Guided Practice Independent Practice Closure</p> <p>Components Found in a Direct Lesson In the first part of this learning activity you will assess your understanding of the key components of a direct lesson design format. Using the Mastery Teaching model and Gagne's Events of Instruction, both of which are examples of the direct lesson format, identify the appropriate component that is characterized by each question. After identifying each component, sequence (using numbers 1-8) the components in the most logical order.</p> <p>Exercise #3-Develop a lesson in a content area of your choice in grades 4-6 using the Hunter's Mastery Teaching</p>	<p>Through the course readings, activities, and discussion lesson plan design, the different theories of Direct Instruction, and components of Direct Instruction, students will understand how to develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking.</p> <p>Students will complete Exercise #3. They will develop a lesson using the Mastery Learning Template that includes the eight steps (Anticipatory Set, Lesson Objectives, Input/Teaching to the Objective, Modeling, Check for Understanding, Guided Practice, Independent Practice, Closure). Briefly answer the set of guiding questions that are provided for each component by describing the teaching activities that you would use to accomplish each task.</p> <p>Through the One Day Group Lesson Plan, students will work with a small group to develop and teach a one-day lesson plan for teaching Indigenous learners. The one-day lesson using one of Bloom's levels, content, and grade level. The lesson will be taught as if your peers were a group of classroom students. The lesson must utilize multiple resources and materials to support multiple learning styles when providing instruction. The lesson must include a formative assessment to measure progress. Students will use technology to present the lesson. Lastly, the lesson must be creative and engaging.</p> <p>The two different lessons, Exercise #3 and One Day Group Lesson, will give the students an opportunity to develop a variety of clear, accurate presentations</p>	<p>Compare quality curriculum and design curriculum that meets the diverse needs of students.</p>	<p><b>GIKEND AASOWI N Knowing knowledge</b></p>



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	<p>model. Select a topic of interest in your subject area and use the information from that topic to complete the eight steps (Anticipatory Set, Lesson Objectives, Input/Teaching to the Objective, Modeling, Check for Understanding, Guided Practice, Independent Practice, Closure) of the model. Briefly answer the set of guiding questions that are provided for each component by describing the teaching activities that you would use to accomplish each task.</p> <p>Previous course readings on supporting Indigenous learners.</p> <p><a href="file:///Users/raevillebrun1/Desktop/Supporting-Success-for-Indigenous-Students.pdf">file:///Users/raevillebrun1/Desktop/Supporting-Success-for-Indigenous-Students.pdf</a></p> <p><b>One Day Group Lesson</b> With a group, design a lesson using the Minnesota state standards. The assigned lesson plan form will be provided. All sections of the lesson plan form must be completed. Using the knowledge and understanding of Indigenous learners from previous classes in the program, along with the current article, students will develop a one day lesson using Bloom's levels of taxonomy and within a 4-6 grade level. The one day lesson will identify and design instruction appropriate to a student in the 4-6 grade level. Students will consider the stages of development, learning styles, strengths, and needs of students. Students will be given specific stages of development, learning styles, strengths, and needs of students to fill their class of Indigenous learners.</p> <p>Students will present their 20 minute lesson to the class using a technology resource of their choice. The class will critique the lesson and provide feedback.</p>	<p>and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking. The two lessons utilize two different formats for planning the lessons.</p>		
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5L	develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.	<p>Lesson Planning Develop Lessons using Multiple Intelligences Develop Lesson Plans for Intervention Develop Lesson Plans for Gifted Learners Develop Lesson Plans for students with Disabilities</p> <p>Math Unit Plan with Adaptations &amp; Modifications Develop a six level unit plan utilizing a lesson plan template. Your unit should show evidence of MN 4-6 Grade Level Standards of your choice and that Bloom's Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values. The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction.</p>	<p>Through the Lesson Planning activity, video, and discussion, students will develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.</p> <p>Through the development of the Math Unit Plan with Adaptations &amp; Modifications, the student will develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.</p>	Demonstrate the process of curriculum development as well as how performance expectations and unpacking standards are necessary parts of instruction.	<b>DEBWE WIN</b> <i>Honesty and integrity</i>
6K. <b>Learning Environment</b>	<u>use</u> different motivational strategies that are likely to encourage continuous development of individual learner abilities;	<p>Chapter 9-Planning for Teaching and Learning</p> <p>Week 9-Activities and Discussion:</p> <p>The Elicitation Poster for Instruction In small groups, develop an Elicitation Poster for the concept of instruction. Be prepared to share it with the whole group.</p> <p>Lesson Planning Axioms (self-evident truths)</p> <p>Three Families of Instructional Models Deductive Philosophy-Teacher centered and teacher serves as disseminator of information Inductive Philosophy-Student centered and the teacher serves as a facilitator Social (Values) Philosophy-Student centered based on social experiences and the teacher serves as a guide</p> <p>Selecting appropriate teaching methods: Identify and separate elements of teaching-learning situation</p>	<p>Through the course readings, activities, and discussions of lesson planning axioms, instructional models (Deductive, Inductive, and Social Philosophies), different teaching methods, questioning techniques, and non-verbal communication, the students will have knowledge of different different motivational strategies that are likely to encourage continuous development of individual learner abilities.</p> <p>By completing the Targets and Strategies activity, students will develop instructional strategies to match the given objective. When developing the instructional strategies, students will consider Age and Development, Background Knowledge, Lesson Outcomes, Subject-Matter Content, Principles of Learning, Time, Materials and Resources, Space/Physical Settings. Through this practice, students will have the skills to develop motivational instructional strategies to encourage continuous development of individual learner abilities.</p>	Apply theory to the development of curriculum and instruction so that researched methods of best practice are evident in teaching.	<b>GIKEND AASOWI</b> <i>N Knowing knowledge</i>



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	<p>Conceptualize relationships among those elements          Select appropriate instructional strategies          Plan how to translate selected strategies into practice          Identify appropriate supporting strategies, media, and resources          Evaluate effectiveness of selected strategies          Modify and revise strategies for future improvement</p> <p>Gradual Release          I do, We do, You do together, You do alone</p> <p>Types of Questions          Cognitive-Memory Questions          Convergent Questions          Divergent Questions          Evaluative Questions</p> <p>Article/Video: Questioning          Read the article and watch the video. Bring one sentence from the article and one word from the video. There will be an in class discussion on what was most meaningful.</p> <p>Questioning Techniques          Redirecting, Probing, Focusing, Wait-Time</p> <p>Article: Effective Questioning and Talk          While you read, you will take notes on the Pluses and Challenges handout. You will list the concepts you know and are prepared to include in your teaching in the "Plus" column. You will list the concepts you are unsure of, have questions about, and are not ready or do not want to include in your teaching, in the "challenge" column. Bring the list to class for further discussion with your classmates.</p> <p>Nonverbal Communications          Facial Expressions, Gestures, Eye Contact, Posture and Body Orientation, Movement, Proximity, Paralinguistics, Appearance, Humor</p> <p>Non-verbal Self-Assessment</p>	<p>Through the Field Experience, the students will develop and execute a lesson using the lesson plan template provided. The lesson plan will include different motivational strategies that are likely to encourage continuous development of individual learner abilities. The student will teach the lesson as part of the field experience in a 4-6 grade classroom. After the lesson, the student will write a reflection on how the motivational strategies worked and how you could improve them. The student will discuss how the lesson increased the individual learners' abilities.</p>	
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		<p>Rate yourself on each nonverbal characteristics.</p> <p>Lesson Planning Axioms Read each axiom and decide if you agree or disagree with the principle. Support your decision by citing appropriate explanations or examples.</p> <p>Targets and Strategies Practice choosing the best instructional strategies to match your learning targets. Select an instructional strategy for the given learning objective. Provide justification for your decision. Use the questions for consideration: Age and Development Background Knowledge Lesson Outcomes Subject-Matter Content Principles of Learning Time Materials and Resources Space/Physical Settings</p> <p>Field Experience You will develop a lesson using the lesson plan template provided. Your lesson plan will include different motivational strategies that are likely to encourage continuous development of individual learner abilities. You will teach the lesson as part of your field experience. After the lesson, you will write a reflection on how the motivational strategies worked and how you could improve them. You will discuss if the lesson increased the individual learners' abilities.</p>			
6L.	design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work	<p>Course Reading Chapter 6-Developing Performance Expectations and Unpacking Standards</p> <p>Week 6--Activities and Discussion:</p> <p>What Teachers Say Using Poll Everywhere.com, answer the questions regarding what you know about standards</p> <p>Performance Expectations What students know, do, and care about</p> <p>Outcome=verb + content</p>	<p>Through the course readings, activities, and discussion of Chapter 6-Developing Performance Expectations and Unpacking Standards, students will 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.</p> <p>Through Exercise #1 (Chapter 6), students will develop eight performance expectations, using the outcome format</p>	Investigate teaching strategies so all students can and should learn at the highest possible levels and persist in helping all students achieve success;	<b>ZOONGI DE'EWIN</b> <i>Strong hearteded</i>



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<p>both collaboratively and independently, and engage in purposeful learning activities;</p>	<p>learning behavior + product</p> <p>Outcome terminology for the Hierarchy level of Life or district outcomes, School or discipline outcomes, Unit outcomes, Daily Learning</p> <p>Three Frameworks: Traditional, Performance Based, Standards Led</p> <p>Well-Written Outcome Is it student oriented Defines a learning outcome Describes an observable and measurable performance Is clear, concise, and precise</p> <p>Writing Good Outcomes The performance expected of the student. The conditions under which the performance is to be demonstrated. The criteria for master or acceptable performance.</p> <p>Audience, Behavior, Condition, Degree</p> <p>Domains and Taxonomic Levels of Learning Cognitive-domain of knowing Affective-domain of feeling Psychomotor-domain of doing</p> <p>Bloom's Taxonomy Activity using the Cognitive Domain Taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation) of Bloom to categorize performance statements. In groups, students will categorize and share with the class their findings.</p> <p>Affective Domain Receiving, Responding, Valuing, Organizing, Characterizing</p> <p>Psychomotor Domain Observing, Imitating, Practicing, Adapting</p> <p>Revised Bloom's Taxonomy Creating, Evaluating, Analyzing, Applying, Understanding, Remembering</p> <p>History of The Standards Movement</p>	<p>for their choice. For the cognitive domain, write one expectation for each of the levels of Bloom's taxonomy and label them. Add two more, one reflecting the affective domain and one representing the psychomotor domain.</p> <p>Through Exercise #4 (Chapter 6), students will link standards to student work. For each standard, identify a student task that would enable students to learn that standard.</p>		
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		<p>Unpacking and Aligning Standards Knowledge, Skills, Understanding, Dispositions</p> <p>Power Standards and Learning Progressions</p> <p>Analyzing Performance Expectations Analyze-- high level or low level outcomes describing the taxonomic level--well written and effective or weak and lack characteristics---if the performance expectation is weak, rewrite it so it is effective</p> <p>Exercise #1--Bloom's Taxonomy Select a math topic in grade 4-6 and develop eight performance expectations, using the outcome equation format. For the cognitive domain, write one expectation for each of the levels of Bloom's taxonomy and label them. Then add two more, one reflecting the affective domain and one representing the psychomotor domain. Be sure the outcomes reflect characteristics of a well-written performance expectation.</p> <p>Exercise#4-Standards/ Student Work Practice linking standards to student work. For each standard, identify a student task that would enable students to learn that standard. Student tasks must incorporate different learning styles and performance modes.</p>			
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	<p>Chapter 9-Planning for Teaching and Learning</p> <p>Week 9-Activities and Discussion:</p> <p>The Elicitation Poster for Instruction In small groups, develop an Elicitation Poster for the concept of instruction. Be prepared to share it with the whole group.</p> <p>Lesson Planning Axioms (self-evident truths)</p> <p>Three Families of Instructional Models Deductive Philosophy-Teacher centered and teacher serves as disseminator of information</p>	Through the course readings, activities, and discussions of lesson planning axioms, instructional models (Deductive, Inductive, and Social Philosophies), different teaching methods, questioning techniques, and non-verbal communication, students will understand how to 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.	Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning	<b>ZOONGI DE'EWIN</b> <i>Strong hearteded</i>



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<p>in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;</p>	<p>Inductive Philosophy-Student centered and the teacher serves as a facilitator Social (Values) Philosophy-Student centered based on social experiences and the teacher serves as a guide</p> <p>Selecting appropriate teaching methods: Identify and separate elements of teaching-learning situation Conceptualize relationships among those elements Select appropriate instructional strategies Plan how to translate selected strategies into practice Identify appropriate supporting strategies, media, and resources Evaluate effectiveness of selected strategies Modify and revise strategies for future improvement</p> <p>Gradual Release I do, We do, You do together, You do alone</p> <p>Types of Questions Cognitive-Memory Questions Convergent Questions Divergent Questions Evaluative Questions</p> <p>Article/Video: Questioning Read the article and watch the video. Bring one sentence from the article and one word from the video. There will be an in class discussion on what was most meaningful.</p> <p>Questioning Techniques Redirecting, Probing, Focusing, Wait-Time</p> <p>Article: Effective Questioning and Talk While you read, you will take notes on the Pluses and Challenges handout. You will list the concepts you know and are prepared to include in your teaching in the “Plus” column. You will list the concepts you are unsure of, have questions about, and are not ready or do not want to include in your teaching, in the “challenge” column.</p>	<p>By completing the Targets and Strategies activity, students will develop instructional strategies to match the given objective. When developing the instructional strategies, students will consider Age and Development, Background Knowledge, Lesson Outcomes, Subject-Matter Content, Principles of Learning, Time, Materials and Resources, Space/Physical Settings. Through this practice, students will have the skills to 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.</p> <p>Through the Field Experience, the students will develop and execute lessons using the lesson plan template provided. The lesson plans will include opportunities to 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. The student will teach the lesson as part of the field experience in a 4-6 grade classroom. After the lesson, the student will write a reflection on how the motivational strategies worked and how you could improve them. The student will discuss how the lesson increased the individual learners' abilities.</p>	<p>styles, and interests.</p>	
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	<p>Bring the list to class for further discussion with your classmates.</p> <p>Nonverbal Communications Facial Expressions, Gestures, Eye Contact, Posture and Body Orientation, Movement, Proximity, Paralinguistics, Appearance, Humor</p> <p>Non-verbal Self-Assessment Rate yourself on each nonverbal characteristics.</p> <p>Lesson Planning Axioms Read each axiom and decide if you agree or disagree with the principle. Support your decision by citing appropriate explanations or examples.</p> <p>Targets and Strategies Practice choosing the best instructional strategies to match your learning targets. Select an instructional strategy for the given learning objective. Provide justification for your decision. Use the questions for consideration: Age and Development Background Knowledge Lesson Outcomes Subject-Matter Content Principles of Learning Time Materials and Resources Space/Physical Settings</p> <p>Field Experience You will develop a lesson using the lesson plan template provided. Your lesson plan will include different motivational strategies that are likely to encourage continuous development of individual learner abilities. You will teach the lesson as part of your field experience. After the lesson, you will write a reflection on how the motivational strategies worked and how you could improve them. You will discuss if the lesson increased the individual learners' abilities.</p>			
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6O.	<p>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;</p>	<p>Classroom Field Experience with Reflection Journal</p> <p>Each reflection will consist of:</p> <p>I noticed... I wondered... I saw... I liked... I would do differently... Students were doing... Describe classroom management strategies you observed. Describe the classroom environment and how it impacted learning.</p> <p>Develop a Classroom Plan to maximize learning time to include: What is the physical classroom design of your classroom (What is the layout of your classroom)? What are your classroom rules/expectations? What strategies will you use to implement the rules and expectations? How will you communicate with students? How will you communicate with colleagues? How will you communicate with families? How will students interact? What do academic discussions look like? How will expectations be shared with students? What do group interactions look like? What does independent work look like? How will you create a positive classroom climate of openness, mutual respect, support, inquiry, and learning be encouraged and developed?</p>	<p>Through the student's field experience, the student will observe what is happening and respond to the prompts of tasks to document.</p> <p>From the field experience, students will observe how teachers 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.</p> <p>Based on the observations and reflections, students will develop a classroom plan to maximize learning time that includes a physical classroom design, classroom rules and expectations, strategies to implement the classroom rules and expectations, communication with students, colleagues, and families, what academic discussions look like, sound like, and feel like, how expectations will be shared with students, what group and individual activities look like, sound like, and feel like, and how to create a positive classroom climate of openness, mutual respect, support, inquiry, and learning be encouraged and developed.</p>	<p>Determine how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies</p>	<p><b>DEBWE WIN</b> <i>Honesty and integrity</i></p>
6P.	<p>develop expectations for student interactions, academic discussions, and individual and group responsibility that create a</p>	<p>Classroom Field Experience with Reflection Journal</p> <p>Each reflection will consist of:</p> <p>I noticed... I wondered... I saw... I liked... I would do differently...</p>	<p>Through the student's field experience, the student will 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.</p> <p>Based on the observations and reflections, students will develop a</p>	<p>Apply theory to the development of curriculum and instruction so that researched methods of best practice</p>	<p><b>GIKEND AASOWI N</b> <i>Knowing knowledge</i></p>



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	<p>positive classroom climate of openness, mutual respect, support, inquiry, and learning;</p>	<p>Students were doing... Describe classroom management strategies you observed. Describe the classroom environment and how it impacted learning.</p> <p>Develop a Classroom Plan to maximize learning time to include: What is the physical classroom design of your classroom (What is the layout of your classroom)? What are your classroom rules/expectations? What strategies will you use to implement the rules and expectations? How will you communicate with students? How will you communicate with colleagues? How will you communicate with families? How will students interact? What do academic discussions look like? How will expectations be shared with students? What do group interactions look like? What does independent work look like? How will you create a positive classroom climate of openness, mutual respect, support, inquiry, and learning be encouraged and developed?</p>	<p>classroom plan to maximize learning time that includes a physical classroom design, classroom rules and expectations, strategies to implement the classroom rules and expectations, communication with students, colleagues, and families, what academic discussions look like, sound like, and feel like, how expectations will be shared with students, what group and individual activities look like, sound like, and feel like, and how to create a positive classroom climate of openness, mutual respect, support, inquiry, and learning be encouraged and developed.</p>	<p>are evident in teaching.</p>	
<p><b>8A. Planning Instruction</b></p>	<p>understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;</p>	<p>Course Readings Chapter 4-Exploring the Historical Perspective of Curriculum Development</p> <p>Week 4--Activities and Discussion:</p> <p>Pretest What do you know about the history of curriculum development?</p> <p>Noted Historians and their beliefs: Dewey-Learning by doing Bobbitt-First to study curriculum development Tyler-Father of curriculum and deductive model Taba-Inductive model Bruner-Structure of the discipline and spiral curriculum</p> <p>Spiral Curriculum Design down, deliver up</p>	<p>Through the course readings, and discussion of Chapter 4-Exploring the Historical Perspective of Curriculum Development, the student will understand learning theory, subject matter, curriculum development, and student development.</p> <p>Students will understand learning theory, subject matter, curriculum development, and student development through Exercise 1 (Chapter 4) when they choose three social developments, events, pressures, or forces in the US within the last 20 years that have caused changes in the school's curriculum. They will describe the changes and how they impact instruction, curriculum development and student development.</p> <p>Using the assigned lesson format, students will choose a 4-6 grade math</p>	<p>Investigate teaching strategies so all students can and should learn at the highest possible levels and persist in helping all students achieve success;</p>	<p><b>ZOONGI DE'EWIN</b> <i>Strong hearted</i></p>



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		<p>Based on structures of discipline Revisit concepts and skills Expand in depth and breadth Establish grade-level benchmarks Enhance transfer training</p> <p>Posttest What do you know about the history of curriculum development?</p> <p>Exercise #1-Changes in School's Curriculum Choose three social developments, events, or forces in the US within the last 20 years that have caused changes in school curriculum. Cite and briefly describe those changes.</p> <p>Exercise #3 In a 4-6 grade Math lesson, choose a topic and illustrate it using the spiral architecture. Address the curriculum design principles that are inherent in a spiral design.</p>	<p>topic and illustrate it using the spiral architecture. Through this assignment, students will use what they have learned about learning theory, subject matter, curriculum development, and student development when planning instruction to meet curriculum goals.</p>		
8B.	<p>plan instruction using contextual considerations that bridge curriculum and student experiences;</p>	<p>Course Readings Chapter 8-Learning How to Learn</p> <p>Week 11--Activities and Discussion:</p> <p>What Do They Have in Common? Looking at 10 groups of people, decide what the common characteristic is for each group. Be prepared to share in class.</p> <p>Theories of Learning Behaviorism, Cognitivism, Developmentalism, Humanism</p> <p>Stages of Development Sensory Motor Preoperational Concrete Operational Formal Operational</p> <p>Piagetian Concepts Schema Assimilation Accommodation Equilibration</p> <p>Constructivism and Contextual Learning</p>	<p>Through the course readings, activities, and discussion of Chapter 8-Learning How to Learn, the students will plan instruction using contextual considerations that bridge curriculum and student experiences.</p> <p>Through Exercise #4 (Chapter 8), students will examine their own Multiple Intelligence. Through this experience, the student will have a clear idea how to plan instruction using contextual considerations that bridge curriculum and student experiences.</p> <p>Through Exercise #5 (Chapter 8), students will be given a scenario to analyze. Questions to be answered: What does the data tell you? What will you need to consider when planning? How will you meet the needs of all learners?</p> <p>Through the development of the Math Unit Plan with Adaptations &amp; Modifications the student will plan instruction using technology and contextual considerations that bridge curriculum and student experiences.</p>	<p>Demonstrate the process of curriculum development as well as how performance expectations and unpacking standards are necessary parts of instruction.</p>	<p><b>DEBWE WIN</b> <i>Honesty and integrity</i></p>



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	<p>Zone of Proximal Development and Scaffolding          Tasks the learner can do on his/her own          Tasks the learner can do with help          Tasks the learner cannot do</p> <p>Learning Styles          Kolb's Learning Styles-Concrete (Feeling), Reflective (Watching), Abstract (Thinking), Active (Doing)</p> <p>Glasser's Principles of Learning          10% of what we read          20% of what we hear 30% of what we see          50% of what we see and hear          70% of what we discuss with others          80% of what we personally experience          95% or what we teach others</p> <p>Learning Styles Activity          Complete the inventory. Provides understanding as to why educators need to embrace each preference. As teachers we tend to teach in our learning style preference. We must expand to reach the needs of our students.</p> <p>Multiple Intelligences          Linguistic, Logical-Mathematical, Spatial, Musical, Bodily Kinesthetic, Interpersonal, Intrapersonal, Naturalist, Existential, Moral</p> <p>Multiple Intelligences Activity          Brainstorm about strategies that would accommodate each of the types of intelligences. Pick a topic in 4-6 grades and create a task that draws on one or more other potential strengths/intelligences of your potential students.</p> <p>Information Processing          Sensory Memory, Short-term Memory, Long-term Memory</p> <p>Learning Theory and Memory          Congruence Principle, Organization and Clarity Principle, Variety Principle, Active Processing Principle, Experience-Based Learning Principle, Higher-Level Thinking Principle, Concept Attainment Principle</p>			
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Video: Velcro Learning Theory Explained  
After viewing the video, reflect on an experience when you either did not have the adequate information (background knowledge) to be successful in an activity or you had plenty of background knowledge and were successful. Be ready to share in class.

Learning Principles Activity  
Read the case study. Identify the principle of learning that is illustrated by the activities described in the case study. Be ready to explain why each principle fosters the learning process.

Exercise #1-Discuss with classmates how similar content might be organized in different ways for different instructional purposes to maintain consistency, respectively, of those who see (1) learning as a behavior; (2) learning as discovery or constructing new information; (3) learning as developmental stages; or (4) learning that is personally constructed, but socially shared. Summarize your comments and be prepared to share with your classmates.

Exercise #4-Multiple Intelligences  
What type of multiple intelligence do you favor? [www.Edutopia.org](http://www.Edutopia.org) has an online, 24 question survey that students can take to discover their preferred multiple intelligences.

Exercise #5-Table of Data  
Read the following scenario: You had each of your 6th graders take the above inventory to get a glimpse of the varying multiple intelligences in your class. Examine the data below and then answer the questions:

Math Unit Plan with Adaptations & Modifications

Develop a six level unit plan utilizing a lesson plan template. Your unit should show evidence of 4-6 MN Grade Level Standards of your choice and that Bloom's Taxonomy was implemented



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		<p>each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values.</p> <p>The plan should also show evidence of utilization of multiple methodologies and strategies. including technology, to support instruction.</p>			
8C.	<p>plan instructional programs that accommodate individual student learning styles and performance modes;</p>	<p>Course Reading Chapter 6-Developing Performance Expectations and Unpacking Standards</p> <p>Week 6--Activities and Discussion:</p> <p>What Teachers Say Using Poll Everywhere.com, answer the questions regarding what you know about standards</p> <p>Performance Expectations What students know, do, and care about</p> <p>Outcome=verb + content learning behavior + product</p> <p>Outcome terminology for the Hierarchy level of Life or district outcomes, School or discipline outcomes, Unit outcomes, Daily Learning Three Frameworks: Traditional, Performance Based, Standards Led</p> <p>Well-Written Outcome Is it student oriented Defines a learning outcome Describes an observable and measurable performance Is clear, concise, and precise</p> <p>Writing Good Outcomes The performance expected of the student. The conditions under which the performance is to be demonstrated. The criteria for master or acceptable performance.</p> <p>Audience, Behavior, Condition, Degree</p> <p>Domains and Taxonomic Levels of Learning Cognitive-domain of knowing Affective-domain of feeling</p>	<p>Through the course readings, activities, and discussion of Chapter 6-Developing Performance Expectations and Unpacking Standards, students will plan instructional programs that accommodate individual student learning styles and performance modes.</p> <p>Through Exercise #1 (Chapter 6), students will develop eight performance expectations, using the outcome format for their choice. For the cognitive domain, write one expectation for each of the levels of Bloom's taxonomy and label them. The expectations should accommodate different learning styles and performance modes. Add two more, one reflecting the affective domain and one representing the psychomotor domain. This exercise will demonstrate the student's can plan instructional programs that accommodate individual learning styles and performance modes.</p> <p>Through Exercise #4 (Chapter 6), students will link standards to student work. For each standard, identify a student task that would enable students to learn that standard. Student tasks must incorporate different learning styles and performance modes. This exercise will allow for the student to plan instructional programs that accommodate individual student learning styles and performance modes.</p>	<p>Determine how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies</p>	<p><b>DEBWE WIN</b> <i>Honesty and integrity</i></p>



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	<p>Psychomotor-domain of doing</p> <p>Bloom's Taxonomy Activity using the Cognitive Domain Taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation) of Bloom to categorize performance statements. In groups, students will categorize and share with the class their findings.</p> <p>Affective Domain Receiving, Responding, Valuing, Organizing, Characterizing</p> <p>Psychomotor Domain Observing, Imitating, Practicing, Adapting</p> <p>Revised Bloom's Taxonomy Creating, Evaluating, Analyzing, Applying, Understanding, Remembering</p> <p>History of The Standards Movement</p> <p>Unpacking and Aligning Standards Knowledge, Skills, Understanding, Dispositions</p> <p>Power Standards and Learning Progressions</p> <p>Analyzing Performance Expectations Analyze-- high level or low level outcomes describing the taxonomic level--well written and effective or weak and lack characteristics---if the performance expectation is weak, rewrite it so it is effective</p> <p>Exercise #1--Bloom's Taxonomy Select a math topic in grade 4-6 and develop eight performance expectations, using the outcome equation format. For the cognitive domain, write one expectation for each of the levels of Bloom's taxonomy and label them. Then add two more, one reflecting the affective domain and one representing the psychomotor domain. Be sure the outcomes reflect characteristics of a well-written performance expectation.</p>			
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		<p>Exercise#4-Standards/ Student Work Practice linking standards to student work. For each standard, identify a student task that would enable students to learn that standard. Student tasks must incorporate different learning styles and performance modes.</p>			
8D.	<p>create short-range and long-range plans that are linked to student needs and performance;</p>	<p>Course Readings Chapter 7-Designing Dynamic and Quality Curriculum</p> <p>Week 7--Activities and Discussion: Developing a Curriculum Template With a group, complete the curriculum template using the given English Language Arts Unit on Short Stories for 4-6 students.</p> <p>Curriculum Planning What do students need to know, do and care about? How will they learn it? How will we know if they've learned it? What will we do if they don't learn it? What will we do if they already know it?</p> <p>Curricular Mapping Mapping Components: Essential questions, Content, Performance Expectations, Assessments</p> <p>Understanding by Design (UbD™) Framework for improving achievement by Wiggins and McTighe emphasizing the teacher's critical role as a designer of student learning.</p> <p>UbD™ template Stage 1: Identify Desired Results Stage 2: Determine Acceptable Evidence Stage 3: Plan Learning Experiences</p> <p>Article: Why Backward is Best Read the article. Reflect on one concept you agree with and one concept you don't agree with. Share with a partner your concepts.</p> <p>Elements of UbD™ Backward design Enduring understandings Six facets of understanding Essential questions</p>	<p>Through the course readings, activities, and discussions, students will develop the skills to plan their curriculum using either the curriculum mapping framework or the Understanding by Design framework. By increasing the students' knowledge of designing curriculum, students will be able to create short-range and long-range plans that are linked to student needs and performance.</p> <p>Through completing the Exercise #2 (Chapter 7), students will create a lesson for a 4-6 grade classroom of Indigenous learners. They will use the assigned lesson plan template. Students will include examples of essential questions and enduring understandings. As part of the lesson, students will develop one short-range plan and one long-range plan linked to student needs and performance.</p>	<p>Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.</p>	<p><b>ZOONGI DE'EWIN</b> <i>Strong hearted</i></p>



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		<p>Video: Twin Sins and Enduring Understandings Watch the video. Generate a list of ideas for “Why are the twin sins considered sins? Reflect on a personal assignment you have completed or planned. Share with a partner.</p> <p>The Six Facets of Understanding Explanation, Interpretation, Application, Perspective, Empathy, Self-Knowledge</p> <p>Video: Essential Questions Watch the video. Jot down why essential questions are vital. Bring jots to class to share with the group.</p> <p>Activity Curriculum Development Process and Curriculum Template Read through the fictional school curriculum development process. Summary Learning Activity: Crossword Puzzle Check for understanding and knowledge of curriculum terminology and concepts</p> <p>Exercise #2- Create a lesson for a 4-6 grade classroom of Indigenous learners. Use the assigned lesson plan template. Include examples of essential questions and enduring understandings. As part of the lesson, develop one short-range plan and one long-range plan linked to student needs and performance.</p>			
8E.	Math Unit Plan with Adaptations & Modifications	Math Unit Plan with Adaptations & Modifications	<p>Through the course readings, activities, and discussion of Chapter 9-Planning for Teaching and Learning, the students will design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.</p> <p>Through Exercise #1 (Chapter 9), students will observe a teacher through the Teaching Channel, The teachers performance will be critiqued and analyzed. A list of the dominant instructional patterns or methods of interaction will be made. Observe interactions with students and list accommodations the teacher made for students and the interactions between the teacher and students. Write a list of</p>	Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.	<b>ZOONGI DE'EWIN</b> <i>Strong hearted</i>



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			<p>questions or bullet points to ask or discuss with the teacher to find out why certain teaching behaviors were used. If the teacher asked what could be improved, what suggestions would be made.</p> <p>Through Exercise #4 (Chapter 9), the student will design an opening and closing for given lesson topics. The opening and closing must include accommodations for students taking into consideration learning differences.</p> <p>Through the development of the Math Unit Plan with Adaptations &amp; Modifications, the student will design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;</p>		
8F.	implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including: activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired	<p>Math Unit Plan with Adaptations &amp; Modifications</p> <p>Develop a six level unit plan utilizing a lesson plan template. Your unit should show evidence of 4-6 MN Grade Level Standards of your choice and that Bloom's Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values.</p> <p>The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction.</p>	Through the development of the Math Unit Plan with Adaptations & Modifications, the student will implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including: activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.	Compare quality curriculum and design curriculum that meets the diverse needs of students.	<b>GIKEND AASOWI N Knowing knowledge</b>
9F. Assessment	use assessment to identify student	Math Unit Plan with Adaptations & Modifications	Through the development of the Math Unit Plan with Adaptations & Modifications, the student will use assessment to identify student strengths	Apply theory to the development of	<b>GIKEND AASOWI N Knowing knowledge</b>



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	strengths and promote student growth and to maximize student access to learning opportunities;	Develop a six level unit plan utilizing a lesson plan template. Your unit should show evidence of 4-6 MN Grade Level Standards of your choice and that Bloom's Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values. The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction.	and promote student growth and to maximize student access to learning opportunities. Technology will be used as a resource for assessments.	curriculum and instruction so that researched methods of best practice are evident in teaching.	
10C. <b>Reflection and Professional Development</b>	understand the influences of the teacher's behavior on student growth and learning;	Perspectives Paper  Interview a classroom teacher <b>and</b> an administrator (principal or curriculum director) in an elementary school. One school must be a school with at least 30% of the population being Indigenous. The other school may be in an urban, suburban, charter, or parochial school. Choose one school district but interview both an administrator and teacher in that district. Summarize the information you gathered. Identify and discuss the educational perspective(s) used by each interviewee, while comparing and contrasting interviews. Questions for the interview will include how to nurture the development of student critical thinking, independent problem solving, and performance capabilities.	Through the perspectives paper, students will understand the influence of the teacher's behavior on student growth and learning.  The student will be able to use what they learn in the interview to understand the influences of the teacher's behavior on student growth and learning.	Explain the historical perspective of curriculum development and theories of learning and how the history and theories impact the learning of their students.	<b>ZOONGI DE'EWIN</b> <i>Strong hearted</i>
10J.	collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking	Course Readings Chapter 2-Enhancing Teaching and Learning  Week 2--Activities and Discussion:  Video: Keynote Speaker to Educators What impact would his message have on you if you were a teacher at that opening day inservice? Be prepared to share in class.  PBI Self Assessment Review the teaching practices associated with the Performance-Based Instruction Model.	Through the course readings, activities, and discussion of Chapter 2-Enhancing Teaching and Learning, students will collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback.  Through Exercise #2 (Chapter 2), students will interview a teacher who participates or leads a PLC. The questions for the interview will be given to the students. Students will write a narrative of the interview. The narrative will include: how and why reflection is important, how teachers	Apply theory to the development of curriculum and instruction so that researched methods of best practice are evident in teaching.	<b>GIKEND AASOWI</b> <i>N Knowing knowledge</i>



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<p>and giving feedback;</p>	<p>Standards -Led Educational Reform-- Standards, Curriculum, Instruction, Assessment</p> <p>Curricular Components--What Philosophy Statements, Standards, Enduring Understandings, Essential Questions, Performance Expectations, Scope and Sequence</p> <p>Assessment Components--When Performance Standards (Evidence of Success), Balanced Assessment Strategies,</p> <p>Instruction Components--How Research-Based Strategies, Differentiation Strategies, Learning Resources</p> <p>PLC (Professional Learning Communities)--Three minute write: What is a PLC? What purposes do PLCs serve? What core principles are PLCs based? Be prepared to share in class.</p> <p>PLC What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? What will we do if they know it?</p> <p>PLC-Big Ideas Focus on learning Work collaboratively Hold itself accountable</p> <p>Performance-Based Instruction Ten major assumptions that underlie and characteristics that support PBI</p> <p>PBI Summary Who=Students What=Multiple types of outcomes When=Tests, tasks, rubrics How=Action learning strategies</p> <p>Compare Traditional Instruction and PBI</p> <p>Articles: Standards of Effective Practice</p>	<p>problem solve as a team; sharing ideas and experiences; seeking and giving feedback. Using the information collected, the student will develop a plan for how they will collaborate with professional colleagues in school and other professional arenas. Their plan will include ideas for reflection, problem-solving, sharing new ideas and experiences, and seeking and giving feedback.</p>		
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		<p>Create a graphic organizer for one of the SEPs after discussing and examining the 10 SEPs. Discuss the important ideas, concepts, processes, and teaching behaviors that give meaning to that standard.</p> <p>Curriculum Fable: The Mobius Strip Connect the fable and the Triad Elements. In a small group, come to a consensus on the moral of the fable.</p> <p>Exercise #2--Interview a teacher who participates/leads a PLC</p>		
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**Course Requirements & Assessment descriptions:**

**Grading Criteria** for each assessment:

**Requirements and Points:**

**Defining Curriculum: (10 points) Due before the first class.**

- Prior to doing any of the readings, submit a response to the following questions:
- What is curriculum?
- How does curriculum function in a school?
- What external forces impact curriculum?

After you have submitted your responses to the questions and read Chapter 1, reflect on your responses to the questions. Add new thoughts, ideas, and reflections to your answers.

**Discussion Questions: (30 Points total) Due each week readings are assigned.**

For each week of assigned readings, you will write and submit two questions for class discussion. These questions will be turned in at the beginning of each class and will be used in class to facilitate discussion.

**Classroom Field Experience Reflections: (200 Total Points) Due each week.**

- Students will complete a weekly two hour field experience in a 4-6 grade classroom of their choice.
- Tasks to accomplish while in your field experience
  - Participate in a PLC
  - Complete a Multiple Intelligence Inventory on the class
  - Motivational Instructional Strategies Lesson
  - Individual and Group Lesson
  - Observe how teachers 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.
- At the end of each experience, a written reflection will be completed.
- Each reflection will consist of:
  - I noticed...
  - I wondered...
  - I saw...
  - I liked...
  - I would do differently...
  - Students were doing...
  - Describe classroom management strategies you observed.
- Describe the classroom environment and how it impacted learning.

**Perspective Analysis Paper: (200 Points) Due the last day of class.**



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- Interview a classroom teacher **and** an administrator (principal or curriculum director) in an elementary school—in urban, suburban, charter, tribal or parochial school. Choose one school district but interview both an administrator and teacher in that district.
- Prepare a list of questions that incorporate curriculum and instruction prior to talking to a professional (This allows you to make good use of the time and be able to compare and contrast answers from various interviewees). **Questions need to be approved by the instructor prior to the interview.**
- Take notes or record answers during interviews.
- Summarize the information you gathered from the interviews and write one paragraph for each interview (for a total of two paragraphs), documenting who you spoke with and what was said. Do not write your feedback as a question and answer session but as a summary of what was stated.
- Conclusion, identify and discuss the educational perspective(s) used by each interviewee, while comparing and contrasting interviews.
- Submit the assignment and the interview questions on the last day of class.

**One Day Group Lesson Plan: (100 Points) Due on scheduled day.**

- Work with a small group to develop and teach a one-day lesson plan for teaching Indigenous learners..
- You will plan a one-day lesson using one of Bloom’s levels, content, and grade level.
- You will teach the lesson as if your peers were a group of classroom students.
- Turn in the lesson plan at the time of teaching to include names of all group members.
- Utilize multiple resources and materials to support multiple learning styles when providing instruction.
- Determine a formative assessment to measure progress.
- Be creative and engaging.

**Chapter Assignments from Text: (200 points)**

- Points will be based on successful completion of each assignment. A rubric will be provided.

**Math Unit Plan with Adaptations & Modifications: (150 Points) Completed project is due the last class.**

- Develop a six level unit plan utilizing a lesson plan template using Bloom’s Taxonomy. Your unit should show evidence of 4-6 MN Grade Level Standards of English Language Arts and show Bloom’s Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom’s levels.
- The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction.
- You will write level one of the lesson plan (knowledge level) unit in class to submit at the end of class. A lesson plan template will be shared in class. You will receive feedback so that you may proceed with your unit plan. This one-day plan will be discussed in class.
- Continue writing the unit plan the following week (comprehension thru evaluation level).

**Requirements and Points:**

*\*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.

Grade	%	Points
A	100-90	740-666
B	89-80	665-592
C	79-70	591-518
D	69-60	517-444



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

Week	Class Activity-Topic	Assignment: Due
Week 1 Aug 27  <b>online Zoom synchronous class Tuesday 4:30- 5:45pm</b>	Syllabus, Intro, Questions  Chapter 1-Creating Good Schools <ul style="list-style-type: none"> <li>● <i>Anticipatory Set</i></li> <li>● <i>Performance Expectations</i></li> <li>● <i>Check for Understanding: Philosophies of Education</i></li> <li>● <i>Video: Changing Paradigms</i></li> <li>● <i>Articles: Preparing Students for the Future; Framework for 21st Century Learning; But That's Just Good Teaching</i></li> <li>● <i>Videos: Did You Know 2016; Ubuntu</i></li> <li>● <i>Fable: The Last Day of School</i></li> <li>● <i>Check for Mastery: Performance Expectations</i></li> <li>● <i>Summary Learning Activity: What is the Best Teaching Scenario?</i></li> </ul>	<ul style="list-style-type: none"> <li>● Introduction Assignment: Defining Curriculum</li> <li>● Summary Learning Exercise #3-Culturally Relevant Teaching</li> <li>● Final Questions Chapter 1</li> </ul>
Week 2  Sept 3  <b>online Zoom synchronous class Tuesday 4:30- 5:45pm</b>	Chapter 2-Enhancing Teaching and Learning <ul style="list-style-type: none"> <li>● <i>Video: Keynote Speaker to Educators</i></li> <li>● <i>PBI Self Assessment</i></li> <li>● <i>Performance Expectations</i></li> <li>● <i>Check for Understanding: Triad of Elements; PLC</i></li> </ul>	<ul style="list-style-type: none"> <li>● Supplemental Learning Exercise #2--Interview a teacher who participates/leads a PLC</li> <li>● Final Questions Chapter 2</li> </ul>



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	<p><i>Characteristics; PLC Core Principles; Standards of Effective Practice</i></p> <ul style="list-style-type: none"> <li>● <i>Articles: Football Analogy; Six Principles; InTASC Standards; Standards of Effective Practice</i></li> <li>● <i>Fable: The Mobius Strip</i></li> <li>● <i>Check for Mastery: Performance Expectations</i></li> <li>● <i>Summary Learning Activity: PBI Perceptions</i></li> </ul> <p><b>Explanation of Assignment: Perspective Analysis Paper</b></p>	
<p>Week 3  Sept 10</p>	<p>Chapter 3-Investigating Curricular Concepts and Foundations</p> <ul style="list-style-type: none"> <li>● <i>Elicitation Poster</i></li> <li>● <i>Performance Expectations</i></li> <li>● <i>Check for Understanding: Working Definition of Curriculum; Presenting Content; Types of Sequence</i></li> <li>● <i>Article: Hidden Curriculum</i></li> <li>● <i>Video: Hidden Curriculum in Education : Definition and Examples</i></li> <li>● <i>Fable: If You are Riding a Dead Horse, Get Off</i></li> <li>● <i>Check for Mastery: Performance Expectations</i></li> </ul>	<ul style="list-style-type: none"> <li>● Supplemental Learning Exercise #5-Methods for Presenting Content</li> <li>● Final Questions Chapter 3</li> </ul>



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	<ul style="list-style-type: none"> <li>• <i>Summary Learning Activity: Curriculum Axioms</i></li> </ul>	
Week 4  Sept 17	Chapter 4-Exploring the Historical Perspective of Curriculum Development <ul style="list-style-type: none"> <li>• <i>Pretest</i></li> <li>• <i>Performance Expectations</i></li> <li>• <i>Videos: Tyler's Syllabus; Spiral Curriculum</i></li> <li>• <i>Check for Understanding: Understanding the Tyler Model; Questions on Spiral Curriculum</i></li> <li>• <i>Check for Mastery: Performance Expectations</i></li> <li>• <i>Fable: The Sabor-Tooth Curriculum</i></li> <li>• <i>Summary Learning Activity: Posttest</i></li> </ul>	<ul style="list-style-type: none"> <li>• Two hour Clinical Experience with Reflection Journal</li> <li>• Supplemental Learning Exercise #1-Changes in School's Curriculum</li> <li>• Final Questions Chapter 4</li> </ul>
Week 5  Sept 25	Chapter 5-Examining the Curriculum Development Process <ul style="list-style-type: none"> <li>• <i>Anticipatory Set: Pre-Assessment KWL Chart</i></li> <li>• <i>Performance Expectations</i></li> <li>• <i>Videos: Curriculum Development; Curricular Planning in Today's World</i></li> <li>• <i>Articles: Defining Effective Curriculum; Parental Feedback; Philosophy Statement</i></li> <li>• <i>Check for Understanding: Sources of Needs; Curriculum Phases</i></li> </ul>	<ul style="list-style-type: none"> <li>• Two hour Clinical Experience with Reflection Journal</li> <li>• Supplemental Learning Exercise #3-Philosophy Statement</li> <li>• Final Questions Chapter 5</li> </ul>



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	<ul style="list-style-type: none"> <li>● <i>Analogy: House Building</i></li> <li>● <i>Check for Mastery: Performance Expectations</i></li> <li>● <i>Summary Learning Activity: The Curriculum Development Process</i></li> </ul>	
<p>Week 6</p> <p>Oct 1</p> <p><b>online Zoom synchronous class Tuesday 4:30- 5:45pm</b></p>	<p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>● What is Bloom's Taxonomy?</li> <li>● Benjamin Bloom Article</li> <li>● How to Write Learning Objectives Using Bloom's Taxonomy</li> </ul> <p><a href="https://www.youtube.com/watch?v=4DgkLV9h69Q">https://www.youtube.com/watch?v=4DgkLV9h69Q</a></p> <ul style="list-style-type: none"> <li>● Introduce writing learning outcomes using standards</li> <li>● Bloom's Taxonomy Process Verbs, Assessments, and Questioning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Two hour Clinical Experience with Reflection Journal</li> <li>● Six Level Unit Plan with Adaptations &amp; Modifications</li> </ul>
<p>Week 7</p> <p>Oct 8</p>	<p><b>Standards and Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● Explore the Minnesota Department of Education website--State Standards</li> <li>● Review Minnesota State Standards</li> <li>● Practice writing Learning Outcomes from Standards</li> <li>● Develop Activities to teach the Learning Outcome</li> </ul>	<ul style="list-style-type: none"> <li>● Two hour Clinical Experience with Reflection Journal</li> <li>● Six Level Unit Plan with Adaptations &amp; Modifications</li> </ul>
<p>Week 8</p> <p>Oct 15</p>	<p><b>Lesson Planning</b></p> <ul style="list-style-type: none"> <li>● Lesson Planning: What is Required?</li> </ul>	<ul style="list-style-type: none"> <li>● Two hour Clinical Experience with Reflection Journal</li> </ul>



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	<p><a href="https://www.youtube.com/watch?v=XPpW9UVb_90">https://www.youtube.com/watch?v=XPpW9UVb_90</a></p> <ul style="list-style-type: none"> <li>● Develop Lessons using Multiple Intelligences</li> <li>● Develop Lesson Plans for Intervention</li> <li>● Develop Lesson Plans for Gifted Learners</li> <li>● Develop Lesson Plans for students with Disabilities</li> <li>● Work time for Six Level Unit Plan with Adaptations and Modifications</li> </ul>	<ul style="list-style-type: none"> <li>● One Day Group Lesson</li> </ul>
<p>Week 9 Oct 22</p> <p><b>online Zoom synchronous class Tuesday 4:30- 5:45pm</b></p>	<p>Chapter 6-Developing Performance Expectations and Unpacking Standards</p> <ul style="list-style-type: none"> <li>● <i>What Teachers Say</i></li> <li>● <i>Performance Expectations</i></li> <li>● <i>Check for Understanding: Am I a Well-Written Outcome?; Domains of Learning: Bloom's Taxonomy; Anatomy of a Standard</i></li> <li>● <i>Articles: Digital Taxonomy; Common Core</i></li> <li>● <i>Fable: The Sea Horse</i></li> <li>● <i>Check for Mastery: Performance Expectations</i></li> <li>● <i>Summary Learning Activity: Analyzing Performance Expectations</i></li> </ul>	<ul style="list-style-type: none"> <li>● Two hour Clinical Experience with Reflection Journal</li> <li>● Supplemental Learning Exercises #1--Bloom's Taxonomy and #4- Standards/Student Work</li> <li>● Final Questions Chapter 6</li> </ul>
<p>Week 10 Oct 29</p>	<p>Chapter 7-Designing Dynamic and Quality Curriculum</p> <ul style="list-style-type: none"> <li>● <i>Developing a Curriculum Template</i></li> </ul>	<ul style="list-style-type: none"> <li>● Two hour Clinical Experience with Reflection Journal</li> <li>● Supplemental Learning Exercises #2-Curriculum</li> </ul>



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	<ul style="list-style-type: none"> <li>● <i>Example: Building a Curricular Template</i></li> <li>● <i>Performance Expectations:</i></li> <li>● <i>Check for Understanding: Curricular Mapping; UbD™</i></li> <li>● <i>Article: Why Backward is Best</i></li> <li>● <i>Video: Twin Sins and Enduring Understandings; The Six Facets of Understanding; Essential Questions</i></li> <li>● <i>Fable: Bell the Cat</i></li> <li>● <i>Check for Mastery: Performance Expectations</i></li> <li>● <i>Summary Learning Activity: Crossword Puzzle</i></li> </ul>	<p>Mapping and #3-"A HA!" Connections</p> <ul style="list-style-type: none"> <li>● Final Questions Chapter 7</li> </ul>
<p>Week 11  Nov 5</p>	<p>Chapter 8-Learning How to Learn</p> <ul style="list-style-type: none"> <li>● <i>What Do They Have in Common?</i></li> <li>● <i>Performance Expectations</i></li> <li>● <i>Check for Understanding: Theories of Learning; Learning Styles; Multiple Intelligences</i></li> <li>● <i>Video: Velcro Learning Theory Explained</i></li> <li>● <i>Check for Mastery: Performance Expectations</i></li> <li>● <i>Summary Learning Activity: Learning Principles</i></li> </ul>	<ul style="list-style-type: none"> <li>● Two hour Clinical Experience with Reflection Journal</li> <li>● Supplemental Learning Exercises #4-Multiple Intelligences and #5-Table of Data</li> <li>● Final Questions Chapter 8</li> </ul>



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<p>Week 12</p> <p>Nov 12</p> <p><b>online Zoom synchronous class Tuesday 4:30- 5:45pm</b></p>	<p>Chapter 9-Planning for Teaching and Learning</p> <ul style="list-style-type: none"> <li>● <i>The Elicitation</i></li> <li>● <i>Poster for Instruction</i></li> <li>● <i>Performance Expectations</i></li> <li>● <i>Check for Understanding:</i> <i>Gradual Release: Types of Questions; Questioning Techniques; Set Induction; Nonverbal Self-Assessment</i></li> <li>● <i>Article/Video: Questioning</i></li> <li>● <i>Article: Effective Questioning and Talk; Pacing Guides</i></li> <li>● <i>Check for Mastery: Performance Expectations</i></li> <li>● <i>Summary Learning Activity: Targets and Strategies</i></li> </ul>	<ul style="list-style-type: none"> <li>● Two hour Clinical Experience with Reflection Journal</li> <li>● Supplemental Learning Exercises #1- Observation/Critique/Analyze Teacher and #4- Opening and Closing a Lesson</li> <li>● Final Questions Chapter 9</li> </ul>
<p>Week 13</p> <p>Nov 19</p>	<p>Chapter 10-Analyzing Mastery Learning and Teaching</p> <ul style="list-style-type: none"> <li>● <i>Lesson Plan Design</i></li> <li>● <i>Performance Expectations</i></li> <li>● <i>Check for Understanding: Mastery Learning; Checks and Balances</i></li> <li>● <i>Article: Lessons of Mastery Learning</i></li> <li>● <i>Check for Mastery: Performance Expectations</i></li> <li>● <i>Summary Learning Activity: Components found in a Direct Lesson</i></li> </ul>	<ul style="list-style-type: none"> <li>● Two hour Clinical Experience with Reflection Journal</li> <li>● Supplemental Learning Exercises #1-Mastery Learning, #3-Hunter's Mastery Teaching, #4-Direct Instruction</li> <li>● Final Questions Chapter 10</li> </ul>



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Week 14 Nov 26	Presentations	<ul style="list-style-type: none"> <li>Present Perspectives Paper</li> </ul>
Week 15 Dec 3	Presentations	<ul style="list-style-type: none"> <li>Present/Teach Group Lesson Plan</li> </ul>
<b>online Zoom synchronous class Tuesday 4:30- 5:45pm</b>		
Week 16	Finals	Assessment/Project

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

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

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

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

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

**Conceptual Framework**

**Vision**

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

**Mission**

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

**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.



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- *Critical and Connected Thinking:* Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- *Reflective Practice:* Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.

Professional Outcome: **Content and Pedagogical Knowledge**

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

**GWAYAKWAADIZIWIN – Living a Balanced Way**

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

Disposition: **Communication and Collaboration**

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

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

Professional Outcome: **Community and Collaboration**

To develop teachers 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.



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

Professional Outcome: [Ethical Practitioner](#)

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

**DEBWEWIN – Honesty and Integrity**

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

Disposition: [Data-Informed Practice](#)

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

- Uses student data to plan and implement instructional strategies and activities.



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

**Professional Outcome:** [Assessment and Use of Data](#)

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

**ZAAGI' IDIWIN – Loving and Caring**

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

**Disposition:** [Equity, Social Justice, and Inclusion](#)

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

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

**Professional Outcome:** [Diversity](#)

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

**ZHAWENINDIWIN – Compassion**

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 8710.2000 Standards of Effective Practice (SEP)**

Subpart 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

3A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;

3G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and

3H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Subpart 4. **Standard 3, Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

4I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

4K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;

4L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

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

4Q. develop a learning community in which individual differences are respected;

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



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- 5A. understand Minnesota's graduation standards and how to implement them;
- 5D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
- 5E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
- 5F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
- 5G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
- 5H. monitor and adjust strategies in response to learner feedback.
- 5I. vary the instructional process to address the content and purposes of instruction and the needs of students;
- 5J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;
- 5L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.
- 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:
- 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;
- 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;



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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;

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

8A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;

8B. plan instruction using contextual considerations that bridge curriculum and student experiences;

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

8D. create short-range and long-range plans that are linked to student needs and performance;

8E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

8F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including: activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;

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

9F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;

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;

10J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

**Reference List:--**



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Hertberg-Davis, H. (2009). *Myth 7: Differentiation in the regular classroom is equivalent to gifted programs and is sufficient: Classroom teachers have the time, the skill, and the will to differentiate adequately.* Gifted Child Quarterly, 53, 251-253.

Rogers, K. B. (2007). *Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice.* Gifted Child Quarterly, 51, 382-396.

### **BLOOM'S TAXONOMY**

Lesson Planning: What is Required?

[https://www.youtube.com/watch?v=XPpW9UVb\\_90](https://www.youtube.com/watch?v=XPpW9UVb_90)

How to Write Learning Objectives Using Bloom's Taxonomy

<https://www.youtube.com/watch?v=4DgkLV9h69Q>

Minnesota Department of Education, Academic Standards K-12

<https://education.mn.gov/MDE/dse/stds/>