



Fond du Lac Tribal and Community College
Elementary Education Program



Course Number: EDU 4120

Course Title: The Professional Educator

Faculty Name: Dawn Quigley, PhD

MTC Goal Area: _____

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

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

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

Course Description:

This course is designed to provide teacher education candidates the opportunity to synthesis and analysis an array of topics to frame their own teaching and ethics. Topics include historical and philosophical foundations of K-6 education, school organizational patterns, legal responsibilities, code of ethics for Minnesota teachers, professional organizations, and related educational issues.

Additional components will involve classroom management, CCAST, ethics in technology information and topics related to equal and appropriate education.

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

Book:

Thompson, Julia G. (2018). The First-Year Teacher's Survival Guide: Ready-To-Use Strategies, Tools and Activities for Meeting the Challenges of Each School Day. John Wiley & Sons.

Websites Needed:

Accountability under the Every Student Succeeds Act (ESSA)(2021). National Indian Education. Retrieved from <https://www.niea.org/webinars>

Changes to the Indian Title from NCLB to ESSA. (2021). National Indian Education. Retrieved from <https://www.niea.org/webinars>

Justice in School Law (n.d.) Harvard University. Retrieved from <https://www.justiceinschools.org/complete-list-case-studies>

Lieberman, M. (2021). Most Students Now Have Home Internet Access. But What About the Ones Who Don't? Education Weekly. Retrieved from <https://www.edweek.org/technology/most-students-now-have-home-internet-access-but-what-about-the-ones-who-dont/2021/04>

McGilvery, C. (2021). Promoting Responsible and Ethical Digital Citizens. Education World. Retrieved from https://www.educationworld.com/a_tech/responsible-student-technology-use.shtml



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Minnesota Professional Educator Licensing and Standards Board (2021). Retrieved from <https://mn.gov/pelsb/>

Positive Indian Parenting. Selected Chapters. National Indian Child Welfare Association. Portland, Oregon.

Teacher Collaboration in Perspective: A Guide to Research. Retrieved from <http://www.in-perspective.org/pages/teacher-collaboration-a-guide-to-research>

The Foundation for Critical Thinking (2021). Research in Critical Thinking. Retrieved from <https://www.criticalthinking.org/pages/research-in-critical-thinking/577>

Understanding the Every Student Succeeds Act (2021). National Indian Education. Retrieved from <https://www.niea.org/webinars>

Why Treaties Matter: Self-Government in the Dakota and Ojibwe Nations. (n.d.). Ways of Learning: An Ojibwe Childhood. Retrieved from <http://treatiesmatter.org/exhibit/wp-content/uploads/2017/09/Ways-of-Learning-An-Ojibwe-Childhood.pdf>

Course Content:

- A. Code of Ethics for Minnesota Teachers in part 8700.7500 and professional responsibility including student rights; issues surrounding information and technology; and, mandatory reporting.
- B. Historical and philosophical foundations of education, as well as Ojibwe philosophies and ZOONGIDE'EWIN.
- C. Professional self-assessment and the tools used to include methods of inquiry, self-assessment, and problem-solving strategies, research, critical thinking, self-directed learning, and colleague support.
- D. Professional development, its role, and a critical view of the resources available.
- E. Teacher's behavior on student growth and learning
- F. The role of communication, interaction, and collaboration with parents or guardians, families, school colleagues, and the community to support student learning, student well-being, and link other community agencies to the student environments.
- G. Impact of the larger community on the operations of the school and educational systems.

Outcomes and Assessments

Learning Outcomes:

- Evaluate own teaching and develop a Professional Educator Action plan that supports self-assessment and development as both a student and a teacher.



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- Utilize professional development resources available at the local, regional, and national level to collaborate, problem-solve, find new ideas; and analyze role as public employee and the purpose of educational resources.
- Analyze different communication processes found in the field experience; and develop a collaboration plan with parents or guardians, families, school colleagues, and the community.
- Analyze and synthesize provided case studies and address the impact of decisions made based on the Code of Ethics for Minnesota Teachers and current law.
- Compare and contrast past/present Ojibwe philosophies of education, with western historical foundations of education, as well as philosophies from other country, and evaluate the impact it has had on the current educational system and the system of their classroom.
- Analyze the impact of the larger community on the operations of the school and education and your role as an educator.

Cultural Standards:

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

Cultural Standard (must meet 3 of 7)	Learning Outcomes that Align to Cultural Standards (two for each standard) The student will:	Cultural Assessment Description
<p>1. GIKENDAASOWIN – Knowing Knowledge To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.</p> <p><u>Disposition: Integrates Content and Pedagogical Knowledge</u> Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:</p> <ul style="list-style-type: none"> • <i>Technology:</i> Use technology effectively to improve student learning. • <i>Theory to Practice:</i> Applies current theory, research, and best practices to improve one’s professional practice as a teacher. • <i>Critical and Connected Thinking:</i> Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction. • <i>Reflective Practice:</i> Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction. <p><u>Professional Outcome: Content and Pedagogical Knowledge</u> To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.</p>	<p>Compare and contrast past/present Indigenous philosophies of education, with western historical foundations of education, as well as philosophies from other country, and evaluate the impact it has had on the current educational system and the system of their classroom.</p> <p>Evaluate own teaching and develop a Professional Educator Action plan that supports self- assessment and development as both a student and a teacher.</p>	<p>The student will compare past/present Indigenous philosophies of education, with western historical foundations of education, as well as philosophies from other country. Students will evaluate: the impact it has had on the current educational system and the system of their classroom; and discuss Indigenous philosophies of education and the impact, or loss of it, has had on the current educational system and the system of their classroom. Students will be able to describe own activities to increase incorporation of Indigenous philosophies and values in the classroom setting. The Professional Educator Action/Growth plan will support self-assessment and development as both a student and a teacher. Students will discuss utilize professional development resources available at the local, regional, and national level, including Indigenous resources.</p>



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<p>2. GWAYAKWAADIZIWIN – Living a balanced way</p> <p>To provide students the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.</p> <p><u>Disposition:</u> 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.</p> <ul style="list-style-type: none"> • Reflective Collaboration: Uses insights and inspiration of others to improve practice and can occur in: <ul style="list-style-type: none"> ○ Professional Learning Communities ○ Mentoring Programs ○ Peer Observations ○ Critical Friends Groups • 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. <p><u>Professional Outcome:</u> Community and Collaboration</p> <ul style="list-style-type: none"> • To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community. 	<p>Analyze different communication processes found in the field experience; and develop a collaboration plan with parents or guardians, families, school colleagues, and the community.</p> <p>Utilize professional development resources available at the local, regional, and national level to collaborate, problem-solve, find new ideas; and analyze role as public employee and the purpose of educational resources.</p>	<p>In the Collaboration Journal students will be able to describe their communication process and collaboration with parents guardians, families, school colleagues, and the community. Using research, students will analyze the process they used in collaboration, define their strengths and areas of improvement for collaboration</p>
<p>4. AANGWAAMIZIWIN – Diligence and caution</p> <p>To develop a student’s capacity to proceed carefully, after identifying, discussing and reflecting on ethical dimensions of political, social, and personal life.</p> <p><u>Disposition:</u> Ethical Behavior Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.</p> <ul style="list-style-type: none"> • Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community. • Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers. • Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate). 	<p>Analyze and synthesize provided case studies and address the impact of decisions made based on the Code of Ethics for Minnesota Teachers and current law.</p> <p>Evaluate own teaching and develop a Professional Educator Action plan that supports self- assessment and development as both a student and a teacher.</p>	<p>In the online weekly discussions, students will review educational case studies and scenarios. Students will be able to analyze, synthesize, solve problems based on the Code of Ethics for Minnesota Teachers.</p> <p>The Professional Educator Action/Growth Plan. Students will address their own skills as a student and as a learner. In an action plan, students will identify own strengths and weaknesses as a teacher.</p> <p>Students will discuss utilize professional development resources available at the local, regional, and national level including Indigenous resources. Students will analyze role as public employee and the purpose of educational resources.</p>



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<p>Professional Outcome: Ethical Practitioner</p> <ul style="list-style-type: none">• To develop teachers' capacity to be ethically responsive in respecting their role as an educator and to the community.		
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Minnesota Professional Education License and Standards Board Standards (MN PELSB)** listed at the end of the syllabus. (Insert more rows as needed.)

8710.2000 Standards of Effective Practice

MN PELSB SEP Standard Code	8710.2000 Standards of Effective Practice	Learning Opportunities & Assessment *Include the Field Experience hours as applicable for clarity.	Based on the learning opportunities and assessments, the K-6 learner will demonstrate meeting this standard by:	FDLTCC Learning Outcomes	Cultural Standard
Subpart 10. Standard 9, reflection and professional development. A	10A. understand the historical and philosophical foundations of education;	Assigned Readings: <i>Positive Indian Parenting</i> , Section 4 And <i>Why Treaties Matter</i> Website Listen to Webinars: Native Storytelling: Culture Based Instruction And Language, Culture, Action! Culture Based Education Unit Educational Vision and Philosophies Research Paper	Use assigned readings (<i>PIP</i>), webinars (NIEA), websites (<i>Why Treaties Matter</i>) and classroom discussion/lecture to understand and analyze the historical and philosophical foundation and the impact on other educational philosophies. Educational Vision and Philosophies Research Paper <ul style="list-style-type: none"> Using the resources given and students' own research, students will compare past/present Indigenous philosophies of education, with western historical foundations of education, as well as philosophies from other country. Students will evaluate the impact of western historical foundations and Indigenous philosophies. 	D	
	10B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self- assessment;	Assigned Readings <ul style="list-style-type: none"> <i>Thompson</i>: Section Four NIEA Webinar Professional Educator Action/Growth Plan	Use assigned readings (<i>Thompson</i> , Section Four) and NIEA Webinar, and classroom discussion to understand multiple methods for professional self-assessment. Professional Educator Action/Growth Plan <ul style="list-style-type: none"> students will describe multiple methods for professional self-assessment including methods of inquiry and problem-solving strategies. 	C	
	10C. understand the influences of the teacher's behavior on student growth and learning;	Assigned Readings: <ul style="list-style-type: none"> <i>Thompson</i>: Section Ten and Thirteen Professional Educator Action/Growth Plan	Use assigned readings (<i>Thompson</i> : Section Ten and Thirteen) classroom lecture and discussion to describe the influence of teacher's behavior on student growth and learning. Professional Educator Action/Growth Plan <ul style="list-style-type: none"> students will describe the influence of 	C	



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			<p>teacher's behavior on student growth and learning using resources provided and their own research.</p> <ul style="list-style-type: none"> students will analyze their own teaching behavior and describe research-based action steps to improve behavior. 		
	<p>10D. know major areas of research on teaching and of resources available for professional development;</p>	<p>Assigned Readings</p> <ul style="list-style-type: none"> Read <i>Thompson</i>: Section Four Review Websites NIEA (listen to reflect on one webinar) <p>Professional Educator Action/Growth Plan</p>	<p>Use assigned reading (<i>Thompson</i>: Section Four), review and discuss an assigned webinar from NIEA.org, and classroom online research activity to know the major areas of research and resources available.</p> <p>Professional Educator Action/Growth Plan</p> <ul style="list-style-type: none"> -students will describe three areas of research and resources available and how the resources will support student's own action/growth plan. 	A	
	<p>10E. understand the role of reflection and self-assessment on continual learning</p>	<p>Assigned Readings</p> <ul style="list-style-type: none"> -Read <i>Thompson</i>: Section Four -Review Websites NIEA (listen to reflect on one webinar) <p>Professional Educator Action/Growth Plan</p>	<p>Use assigned reading (<i>Thompson</i>: Section Four), review/discuss an assigned webinar from NIEA.org, and the EdTPA process to describe the role of self-reflection and self-assessment.</p> <p>Professional Educator Action/Growth Plan</p> <ul style="list-style-type: none"> -based on their own research students will describe a self-assessment process. -students will describe how they use the self-assessment process and the EdTPA to improve their own self-assessment. 	A, D	
	<p>10F. understand the value of critical thinking and self- directed learning;</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> -research article from www.criticalthinking.org <p>Online Weekly Readings and Discussions</p>	<p>Use assigned reading (criticalthinking.org) and classroom critical thinking activity to understand the value of critical thinking and self-directed learning.</p> <p>Online Weekly Readings and Discussions</p> <ul style="list-style-type: none"> Students will post to prompts with a reflection of critical thinking and the impact of the research article on self and education. 	C	



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			<ul style="list-style-type: none"> student will discuss their philosophy regarding self-directed learning. 		
	10G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;	Review/analyze Websites: MDE, NEA, MEA, PELSB Professional Educator Action/Growth Plan	<p>Review websites (MDE, NEA, MEA, PELSB) and reflect on information with the provided prompts/survey. Professional Educator Action/Growth Plan</p> <ul style="list-style-type: none"> -students will analyze websites provided and describe how students will participate in professional practice that support self and colleagues. 	A	
	10H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;	<p>Assigned Readings</p> <ul style="list-style-type: none"> -Read <i>Thompson</i>: Section Four -Review Websites NIEA (listen to reflect on one webinar) Professional Educator Action/Growth Plan	<p>Use assigned reading (<i>Thompson</i>: Section Four), review/discuss an assigned webinar from NIEA.org, and the EdTPA process to describe the tools to analyze teaching and learning; and the role of reflection and revising practice. Professional Educator Action/Growth Plan</p> <ul style="list-style-type: none"> -students will describe how they used classroom observation, information about students, and research to evaluated outcomes for teaching and learning. students will reflect on their own process in teaching/learning and describe the action steps for their own growth. 	A, D	
	10I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;	<p>Assigned Readings</p> <ul style="list-style-type: none"> -Read <i>Thompson</i>: Section Four -Review Websites NIEA (listen to reflect on one webinar) Professional Educator Action/Growth Plan	<p>Use assigned reading (<i>Thompson</i>: Section Four), review/discuss an assigned webinar from NIEA.org, and classroom discussion/online research activity to identify resources for growth. Professional Educator Action/Growth Plan</p> <ul style="list-style-type: none"> students will identify and discuss professional literature, colleagues and two other resources they used to develop as a teacher/student. students will describe the process and they used to incorporate resources into their own growth. 	B	
	10J. collaboratively use professional colleagues within	<p>Assigned readings:</p> <ul style="list-style-type: none"> <i>Teacher Collaboration in Perspective</i> 	Analyze Assigned reading (<i>Thompson</i> : Section Ten and Thirteen, and <i>Teacher Collaboration in</i>	B	



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	the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;	<ul style="list-style-type: none"> <i>Thompson</i>: Section Ten and Thirteen The Collaboration Action Plan Part II	Perspective) to understand the process of collaboration and use the classroom activity to demonstrate the process for reflection, sharing experiences, and providing feedback. The Collaboration Action Plan Part II <ul style="list-style-type: none"> students will identify and describe the process used to collaborate with other professionals/colleagues. 		
	10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;	Assigned reading: <ul style="list-style-type: none"> critical thinking process www.criticalthinking.org Online Weekly Readings and Discussions	Review the MN Code of Ethics case study in the online discussion. Students will discuss scenarios with classmates, and use their own research, ethics, philosophy to answer the prompts in the online discussion. Online Weekly Readings and Discussions <ul style="list-style-type: none"> students will respond to the scenario/case study based on their ethic and philosophy. students will use research to respond to the scenario/case study. student will respond to another students citing research to support their response. 	C	
	10L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations;	Assigned readings: <ul style="list-style-type: none"> MDE, NEA, MEA, PELSB websites Online Weekly Readings and Discussions	<ul style="list-style-type: none"> Participate in an online research activity and classroom discussion. Student will discuss licensure process, their role as a public employee, and educational organizations. Online Weekly Readings and Discussions <ul style="list-style-type: none"> student will respond to online prompts and describe the process for licensure and their role as a public employee. students will describe the purpose of two education organizes and their contributions. 	A	
Subpart 11. Standard 10, collaboration, ethics, and relationships.	11A. understand schools as organizations within the larger community context and understand the operations of the	Assigned readings: <ul style="list-style-type: none"> <i>Thompson</i>: Section Three The Collaboration Action Plan Part I	Use assigned reading (<i>Thompson</i> : Section Three), classroom discussion and online research activity to analyze how schools function within a larger context. The Collaboration Action Plan Part I	A	



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	relevant aspects of the systems within which the teacher works;		<ul style="list-style-type: none"> Students will describe and analyze the impact of three organizations or influences on the school community. 		
	11C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;	<p>Assigned reading:</p> <ul style="list-style-type: none"> Thompson: Section Seven <p>Online Weekly Readings and Discussions</p>	<p>Use the assigned reading (Thompson: Section Seven) and the Mandatory Reporting Presentation, and classroom discussion to understand student rights and teacher responsibilities to equal and appropriate education for students with disabilities, confidentiality, privacy, and reporting known or suspected abuse or neglect.</p> <p>Online Weekly Readings and Discussions</p> <ul style="list-style-type: none"> -given a scenario, students will discuss the equal and appropriate education for students with abilities -given a scenario, students will discuss confidentiality and privacy. -students will describe the process for mandatory reporting in a district and compare with another district. 	C	
	11G. collaborate with other professionals to improve the overall learning environment for students;	<p>Assigned readings:</p> <ul style="list-style-type: none"> -Thompson: Section Three <p>The Collaboration Action Plan Part I</p>	<p>Use assigned reading (Thompson: Section Three), classroom discussion to provide a process for students to collaborate with professionals to improve learning environments.</p> <p>The Collaboration Action Plan Part I</p> <ul style="list-style-type: none"> -Students will describe the process they used to collaborate with other professionals to improve learning environments. -Students will describe the result of the collaboration. 	B	
	11H. collaborate in activities designed to make the entire school a productive learning environment;	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <i>Teacher Collaboration in Perspective</i> <p>The Collaboration Action Plan Part II</p>	<p>Use assigned reading (Teacher Collaboration in Perspective), classroom discussion, and own research to discuss activities that make the school a productive learning environment.</p> <p>The Collaboration Action Plan Part II</p> <ul style="list-style-type: none"> Students will describe their collaboration process to make school a productive learning environment. 	A	



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			<ul style="list-style-type: none"> Students will include the discussion of two journal articles that provide additional process or activities that make the school a productive learning environment. 		
	11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <i>Teacher Collaboration in Perspective</i> <p>Activity:</p> <ul style="list-style-type: none"> Conduct Interviews with Outside Agencies and with a Parent, Counselor, or Teacher. <p>The Collaboration Action Plan Part II</p>	<p>Use assigned readings (<i>Teacher Collaboration in Perspective</i>), information gathered from interviews, and classroom discussion to link students' environments.</p> <p>The Collaboration Action Plan Part II</p> <ul style="list-style-type: none"> Students will describe the interviews they conducted. Students will describe the process used to link student environments across different agencies, activities, professional or parents. 	B	
	11J. identify and use community resources to foster student learning;	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <i>Teacher Collaboration in Perspective</i> <p>Activity:</p> <ul style="list-style-type: none"> Conduct Interviews with Outside Agencies and with a Parent, Counselor, or Teacher. <p>The Collaboration Action Plan Part II</p>	<p>Use assigned readings (<i>Teacher Collaboration in Perspective</i>), information gathered from interviews, and classroom discussion to identify community resources that foster student learning.</p> <p>The Collaboration Action Plan Part II</p> <ul style="list-style-type: none"> Students will describe the interviews they conducted. Students will identify 3 community resources. Student will identify how the 3 community resources can support student learning. 	B	
	11K. establish productive relationships with parents and guardians in support of student learning and well-being;	<p>Assigned Reading:</p> <ul style="list-style-type: none"> <i>Thompson: Section Six</i> <p>Activity:</p> <ul style="list-style-type: none"> Interview a parent/guardian <p>The Collaboration Action Plan Part II</p>	<p>Use the assigned reading (<i>Thompson: Section Six</i>), classroom discussion, and own research to discuss activities that establish productive relationship with parents and guardians.</p> <p>Student will interview a parent/guardian on positive and negative experiences they have/had with a school.</p> <p>The Collaboration Action Plan Part II</p> <ul style="list-style-type: none"> Student will describe the interview with parent/guardian. Student will analyzed the type of experience the 	A	



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			<p>parent/guardian has with the school.</p> <ul style="list-style-type: none"> The student will include two research-based activities (include citations) to improve the relationship with the parent/guardian and the school to support student learning or well-being. 		
	<p>11L. understand mandatory reporting laws and rules; and</p>	<p>Assigned Reading:</p> <ul style="list-style-type: none"> -Research of area schools' Staff Handbooks and Student Handbooks <p>Online Weekly Readings and Discussions</p>	<p>Use the assigned reading (area Staff Handbooks and Student Handbooks) and the Mandatory Reporting Presentation, and classroom discussion to understand the process and laws surround mandatory reporting.</p> <p>Online Weekly Readings and Discussions</p> <ul style="list-style-type: none"> -Students will analyze two Staff Handbooks and compare Mandatory Reporting process. -Students will compare handbooks with mandatory reporting laws. -Students will review the comparison with another student's online discussion and compare with their own findings. 	C	
	<p>11M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> -Read Lieberman article -Read McGilvery article <p>Online Weekly Readings and Discussions</p>	<p>Use the assigned readings (Lieberman article and McGilvery article) classroom discussion, and sample Digital Citizenship Lessons to understand the social, ethical, legal, and human issues surround information technology.</p> <p>Online Weekly Readings and Discussions</p> <ul style="list-style-type: none"> Students will describe three issues surrounding information technology. Student will describe and share the link to a Digital Citizenship lesson plan for their grade level. Students will review to another students' lesson plan and respond and discuss how it addresses one of the social, ethical, legal or human issue surrounding information technology. 	A	



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8710.3200 Elementary Education: Subject Matter:

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

The teacher must:

MN PELSB Content Standard code	8710.3200 Elementary Education: Subject Matter	Learning opportunities and Assessment *Include the Field Experience hours as applicable for clarity.	Based on the learning opportunities and assessments, the TC and/or the K-6 learner will demonstrate meeting this standard by:	FDLTCC Learning Outcomes	Cultural Standard

Course Requirements & Assessment descriptions:

Course Expectations:

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

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

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

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

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



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Assessment Descriptions:

Case Studies/Scenarios. Students will analyze, synthesize, solve problems scenarios based on the Code of Ethics for Minnesota Teachers. Additional topics to be analyzed will include: critical thinking and self-directed learning; licensure process; educational organizations; equal and appropriate education; mandatory reporting laws and rules; and ethics surrounding information technology. Different case studies and scenarios that address the Code of Ethics for Minnesota Teachers will be posted in the online discussion page. Students will analyze the information, research supporting information, and then problem-solve the given situation/scenario. The Case Studies/Scenarios will also meet the Aangwaamiziwin Outcomes. Points will be assigned based on quality and depth of student's discussion, student's response to others' discussion, timeliness of reflection posting, and proper citing of sources.

Rubrics for the discussion posts will be provided in the online setting.

Educational Vision and Philosophies Research Paper. Using the resources given and students' own research, the student will compare past/present Indigenous philosophies of education with western historical foundations of education, as well as philosophies from other country. Students will evaluate: the impact it has had on the current educational system and the system of their classroom; and discuss Indigenous philosophies of education and the impact, or loss of it, it has had on the current educational system and the system of a classroom. Students will be able to describe own activities to increase incorporation of Indigenous philosophies and values in the classroom setting. This assignment must follow APA writing style and be no more than 8 pages.

The Collaboration Action Plan Part I. Student will participate in an interview with an agency outside of the school district. Students will describe and analyze the impact or influence of three organizations within the larger community context on the school community. Students will describe the process they used to collaborate with other professionals to improve learning environments. Students will describe the result of the collaboration. Using research, students will analyze the process they used in collaboration, define their strengths and areas of improvement for collaboration. This assignment must follow APA writing style and be no more than 4 pages.

The Collaboration Action Plan Part II. Students will participate in interview with a teacher and parent/guardian. First, student will describe the interview with the teacher. Students will identify and describe the process used to collaborate with other professionals/colleagues. Students will describe their collaboration process to make school a productive learning environment. Students will include the discussion of two journal articles that provide additional process or activities that make the school a productive learning environment. Students will identify 3 community resources. Student will identify how the 3 community resources can support student learning. Students will describe the process used to link student environments across different agencies, activities, professional or parents. Secondly, the student will describe the interview with parent/guardian. Student will analyze the type of experience the parent/guardian has/had with the school. The student will include two research-based activities (include citations) to improve the relationship with the parent/guardian and the school to support student learning or well-being. Students will compare collaboration processes used in field experiences.



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Students will develop an action plan to better improve collaboration for themselves and for a field experience site.

Assignment must follow APA writing style and be less than 10 pages (including 4 pages of Part 1).

The Professional Educator Action/Growth Plan. Using classroom information and their own research, students will address their own skills as a student and as a learner, analyze resources available, and develop a research-based plan for improvement. The students must include the following components in their Action/Growth Plan.

Student will:

- analyze their own teaching behavior, including personal organization skills and how they prioritize tasks.
- students will describe how they used classroom observation, information about students, and research to evaluated outcomes for teaching and learning.
- describe the influence of teacher’s behavior on student growth and learning.
- describe how they use the self-assessment process and the EdTPA to improve their own self-assessment.
- describe multiple methods for professional self-assessment including methods of inquiry and problem-solving strategies.
- analyze websites provided and describe how students will participate in professional practice that support self and colleagues.
- identify and discuss professional literature, colleagues and two other resources used to develop as a teacher/student.
- reflect on their own process in teaching/learning and analyze research-based action steps to be included in their Action/Growth Plan.
- describe the process used to incorporate resources into their own growth.
- describe three areas of research and resources available and how the resources will support student’s own action/growth plan.

This assignment must follow APA writing style, include a minimum of 3 research citations, and be no more than 10 pages.

Course Schedule:

Week / Class Topic	Assignment and Activity	Learning opportunities and Assessment	SEP Standard (SEP) Subject Matter (SM) Cultural Standard (CS)
Week 1 Aug 25-31	-Smudging -Syllabus -Critical Thinking	-Weekly Reflection: Research key words and	



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	-Ethical Practice, Dignity, Integrity, and Fairness -The Self-Directed Learner	respond to questions in online discussion area. -Syllabus Scavenger Hunt -Read and reflect on research article from www.criticalthinking.org	
Week 2 Sept 1-7	-Intro to the MN Code of Ethics (CoE) -Teacher and the Law / The Legal System	Weekly Reflection – Legal Terminology Read <i>Thompson: Section One</i>	
Week 3 Sept 8-14	-Student Handbooks -Staff Handbooks -Mandatory Reporting	Weekly Reflection – Response to CoE “A” Case Study -Collect and Review Student/Staff Handbooks and respond to questions in Online Discussion	
Week 4 Sept 15-21	-CoE A (provide services in non-discriminatory manner) -Mandatory Reporting -Equal and Appropriate Education -Data Privacy	Weekly Reflection – Response to CoE “B” Case Study and Education for Students with Disabilities -Read <i>Thompson: Section Seven</i>	
Week 5 Sept 22-28	-CoE “B” (protect student) -Data Privacy -Educational Philosophies (Western and Ojibwe)	Weekly Reflection – Response to CoE “C” Case Study -Read <i>Positive Indian Parenting: Section 4</i> -Review <i>Why Treaties Matter</i> Website -Begin Educational Vision and Philosophy Paper	
Week 6 Set 29-Oct 5	-Educational Philosophies (Western and Ojibwe) -CoE “C” (confidential information)	Weekly Reflection – Response to CoE “D” Case Study -Listen to Webinars at NIEA.org/Webinars Native Storytelling: Culture Based Instruction and Language, Culture, Action! Culture Based Education Unit	
Week 7 Oct 6-12	-CoE “D” (reasonable disciplinary action) -Sharing and discussion of students’ philosophy papers.	Weekly Reflection – Response to CoE “E” Case Study Educational Vision and Philosophy Paper DUE	
Week 8 Oct 13-19	-CoE “E” (professional relationships) -Collaboration w/Other Professionals -Schools and the Community Context	Weekly Reflection – Response to CoE “F” Case Study Read <i>Thompson: Section Three</i>	
Week 9 Oct 20-26	-CoE “F” (licensed personnel) -Interviews with Outside Agencies	Weekly Reflection – Response to CoE “G” Case Study -The Collaboration Action Plan Part I DUE	
Week 10 Oct 27- Nov2	-CoE “G” (subject matter) -Share Community Resources -Linking Student Environments	Weekly Reflection – Response to CoE “H” Case Study	



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	-School Funding and Teachers -Collaboration for All-School Improvement	Read: <i>Teacher Collaboration in Perspective</i>	
Week 11 Nov 3-9	-CoE "H" (teacher qualifications) -Positive and Collaborative Relationships with Parents/Guardians	Weekly Reflection – Response to CoE "I" Case Study Read <i>Thompson</i> : Section Six	
Week 12 Nov 10-16	-CoE "I" (false accusations) -Collaboration and Reflection, Problem Solving, and Feedback. -Teacher's Behavior on Student Growth and Learning	-The Collaboration Action Plan Part II DUE Read <i>Thompson</i> : Section Ten and Thirteen	
Week 13 Nov 17-23	-Educational Organizations -Professional Development/Resources/Literature -Methods of Self-Assessment -EdTPA and Role of Reflection -Reflecting and Revising own Practice	Weekly Reflection – Response to CoE "J" Case Study Read <i>Thompson</i> : Section Four Review Websites NIEA and watch/reflect on one webinar	
Nov 24-30 **No class this week!	Catch up on life, relax, enjoy family!		
Week 14 Dec 1-7	-CoE "J" (properly licensed) -Professional Responsibility -Obtaining and Maintaining Licensure -The Teacher as a Public Employee	Weekly Reflection- licensure, public employee, and educational organizations Review Websites: MDE, NEA, MEA, PELSB and Respond to Questions on Online Discussion	
Week 15 Dec 8-14	-Feedback from Colleagues in Professional Development -Teachers and Information and Technology (social, ethical, legal, and human issues).	Weekly Reflection – Response to IT Case Study Read <i>Thompson</i> : Section II Read <i>Lieberman</i> article Read <i>McGilvery</i> article	
Week 16 Dec 16-19 Finals Week (finish up assignments)	-Teacher Employment	The Professional Educator Action/Growth Plan DUE	

Requirements and Points:

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

Case Study Weekly Analysis (15 wks. x 10 pts)	150	Due each week by Sunday 11:59pm
Educational Vision and Philosophies Research Paper	100	Week 7
The Collaboration Action Plan Part I	100	Week 9
The Collaboration Action Plan Part II	100	Week 12
The Professional Educator Action/Growth Plan	150	Week 16



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**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	540-600
B	89-80	480-539
C	79-70	420-479
D	69-60	360-419

FDLTCC Competencies Across the Curriculum (CAC)

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

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

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

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



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Conceptual Framework

Vision

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

Mission

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

Cultural Standards Woven Together with Professional Outcomes

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

GIKENDAASOWIN – Knowing Knowledge

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

Disposition: Integrates Content and Pedagogical Knowledge

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

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



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Professional Outcome: Content and Pedagogical Knowledge

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

GWAYAKWAADIZIWIN – Living a Balanced Way

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

Disposition: Communication and Collaboration

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

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

Professional Outcome: Community and Collaboration

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

ZOONGIDE'EWIN – Strong Hearted

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

Disposition: Vision and Leadership

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

- Demonstrates skills and qualities that lead to meaningful change.



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

Professional Outcome: [Transformational Leadership](#)

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

AANGWAAMIZIWIN – Diligence and Caution

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

Disposition: [Ethical Behavior](#)

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

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

Professional Outcome: [Ethical Practitioner](#)

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

DEBWEWIN – Honesty and Integrity

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

Disposition: [Data-Informed Practice](#)

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

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



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- 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 of Effective Practice (SEP) and/or Content Standards

SEP: 8710.2000 Standards of Effective Practice

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:

- 10A. understand the historical and philosophical foundations of education;
- 10B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
- 10C. understand the influences of the teacher's behavior on student growth and learning;
- 10D. know major areas of research on teaching and of resources available for professional development; 10E. understand the role of reflection and self-assessment on continual learning;
- 10F. understand the value of critical thinking and self-directed learning;
- 10G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
- 10H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
- 10I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;
- 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;
- 10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8700.7500](#);
- 10L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations;

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



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- 11A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
- 11C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy,
- appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect; 11G. collaborate with other professionals to improve the overall learning environment for students; 11H. collaborate in activities designed to make the entire school a productive learning environment; 11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
- 11J. identify and use community resources to foster student learning;
- 11K. establish productive relationships with parents and guardians in support of student learning and well-being;
- 11L. understand mandatory reporting laws and rules; and
- 11M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Content Standards: 8710.3200 Elementary Education

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

NA



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