



Fond du Lac Tribal and Community College  
Elementary Education Program



Course Number: EDU 2301

Course Title: Culturally Responsive Leadership

Faculty Name: Jessica Thompson

MTC Goal Area: 8

Credits: 2 Pre-requisites: AMIN/EDU 1020 Foundations of Anishinaabe & American Educational Systems Co-requisites: \_\_\_\_\_

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

Field Experience/Student Teaching? Yes: \_\_\_\_\_ Number of hours/weeks: \_\_\_\_\_ No: x

**Course Description:**

Students develop a culturally responsive classroom unit/project for a K-6 classroom. Participation in “cultural standards for educators” assessment will determine the student’s direction for their own project in a culturally responsive leadership role.

The “Cultural Standards for Educators” assessment tool is used to self-reflect their own practice. Students develop lesson plans with a culturally responsive lens and become familiar with writing a unit that integrates all five components of a culturally responsive classroom and Anishinaabe practices, inclusive of the language. The unit focuses on and addresses specific needs in a community, acknowledging the land in which we reside. Multiple perspectives, cultural norms, and the development of learning communities will be presented throughout the curriculum. Leadership skills of communication, positivity, racial consciousness and reflection, and engagement of the community are practiced. Appropriate sources of Ojibwe-Anishinaabe cultural, historical, social, and political knowledge are implemented in the classroom project.

This course is asynchronous, but has **four sessions** that are tied to assignments in the course. Those dates are **Jan 14<sup>th</sup>, Feb 11<sup>th</sup>, Apr 1<sup>st</sup>, and May 4<sup>th</sup>**. These sessions are tied to presentations students must give in the course. Since the course is asynchronous, the students have the choice to record themselves presenting and submit the recording prior to the meeting so other students can watch the recording. The first meeting, **Jan 14<sup>th</sup> is on campus** for students to gather their materials for the Faceless Doll.

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

- Saifer,S., Edwards K., Ko, L., Stuczynski, A., Culturally Responsive Standards-Based Teaching 2nd addition. Corwin. 2011
- Gorski, P. C., & Pothini, S. G. (2023). *Case studies on diversity and social justice education* (3rd ed.). Routledge. <https://doi.org/10.4324/9781351142526>



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- Ojibwe People's Dictionary, [Ojibwe People's Dictionary | the Ojibwe People's Dictionary](#)
- Guest Lecturer

### **Course Content:**

- 1. Culturally responsive standards-based teaching and curriculum
- 2. Self-Assessment on Transformational Learning
- 3. Embed culturally responsive standards-based teaching into a unit of study
- 4. Assessment and Reflection
- 5. Taking stalk of current classroom practices
- 6. The foundation and environment for culturally responsive standards-based teaching
- 7. Racial Justice

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

### **Academic Honesty and Integrity**

The primary academic mission of Fond du Lac Tribal and Community College is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty, cheating, plagiarism, and collusion are serious offenses which undermine the educational process and the learning experience for the entire college community.

Fond du Lac Tribal and Community College students are expected to understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by the college's policy on Academic Honesty. Students are expected to assume responsibility for their work, and student materials submitted in fulfillment, of course, program, and college academic requirements must represent students' own efforts. Any act of academic dishonesty attempted by a student at Fond du Lac Tribal and Community College is unacceptable and will not be tolerated.

Violations of academic integrity or other forms of misconduct may result in serious consequences. These can include receiving a failing grade ("F") for the course and may also lead to additional disciplinary actions as outlined by Fond du Lac Tribal and Community College and the Minnesota State system. For full details, please refer to the [Student Code of Conduct Policy](#).

### **Accessibility Services Notice**

Fond du Lac Tribal and Community College is committed to providing equitable access to learning opportunities for all students. The Minnesota Respond, Innovate, Succeed, and Empower (RISE) Act requires our college to clearly write the process and rights of each student in plain language making self-disclosure by a student with a sufficient disability to start the interactive process. The RISE Act still honors and follows the Federal Disabilities laws- ADA and Section 504 of the Rehabilitation Act. FDLTCC provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or



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physical) reasonable accommodation to participate in educational programs, activities, or services. Students must contact Trish Berger, our Accessibility Coordinator, to create an accommodation plan with reasonable accommodations. The student will decide which courses the accommodations will be used for and give permission for the instructors to receive the accommodations. The student will then have a discussion with the instructor to activate these accommodations. Students requiring accommodations must first complete an intake form and meet with Trish Berger, Accessibility Coordinator, to establish an accommodation plan. She can be reached at [trish.berger@fdltcc.edu](mailto:trish.berger@fdltcc.edu) or 218-879-0864. For more information, please visit <https://fdltcc.edu/student-support/accessibility-services/>

### Sexual Violence

Fond du Lac Tribal & Community College (FDLTCC) is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, gender or sex-based bullying and stalking. If you or someone you know has experienced gender or sex-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. FDLTCC has staff members trained to support survivors in navigating campus life, accessing resources, providing accommodations, assistance completing with protective orders and advocacy. For more information regarding the Campus Security Report, the following link will give you a report on the Clery Compliance and Security Report at FDLTCC: <https://fdltcc.edu/admissions/about-us/policies-reports/campus-security-policies-reports/>. Please be aware that all FDLTCC employees are required to report any incidents of sexual violence and, therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the fullest extent possible. If you wish to report sexual misconduct or have questions about school policies and procedures regarding sexual misconduct, please contact Lori Driscoll, Executive Human Resources Officer at [218-878-0879/lori@fdltcc.edu](mailto:218-878-0879/lori@fdltcc.edu) or Jesse Stirewalt, Director of Housing and Student Activities at [218-590-3345/jstirewalt@fdltcc.edu](mailto:218-590-3345/jstirewalt@fdltcc.edu).

### ***Student Success—North Star Communication Platform***

Student success is at the heart of what Fond du Lac Tribal and Community College staff, faculty and administration strive to achieve. To help support our students in their educational journeys, FDLTCC uses a communication platform called North Star. Students can raise their hands for support, set up appointments with staff and faculty and communicate seamlessly with instructors. The college encourages ALL FDLTCC students to use the North Star webpage link to watch video tutorials and to log into the platform to start using its features.

### **Outcomes and Assessments**

#### **Learning Outcomes:**

- a. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by strategizing, creating and displaying the knowledge, skills, experiences, and cultures of local families and community members.



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- b. Create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language.
- c. As a practitioner, self-reflect and evaluate with a culturally responsive lens of a project, focusing on the relationship with students, parents, and other professionals in the learning community.
- d. Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being by making a presentation to the class, or a local, state or national conference.
- e. Explore concepts related to a place-based project that includes educational equity and student achievement, including culture, cultural competence, multilingualism, and Minnesota-based American Indian Tribal nations and communities.
- f. Develop teaching strategies that draw on the knowledge, skills, experiences, languages and cultures of students, their families and community members to enhance learning and help all students meet high academic standards.
- g. Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, with discussion of prejudice, discrimination, bias, racism, and intersectionality.

**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><b>3. ZOONGIDE’EWIN – Strong Hearted</b> To provide a foundation on which we build and strengthen each teacher candidate’s resilience, innovation, and passion.</p> <p><u>Disposition:</u> <i>Vision and Leadership</i> Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world. Demonstrates skills and qualities that lead to meaningful change.</p> <ul style="list-style-type: none"> <li>• Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.</li> <li>• Listens and responds to community needs and understands cultural norms as opportunities for growth and development.</li> </ul> <p><u>Professional Outcome:</u> <i>Transformational Leadership</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by strategizing, creating and displaying the knowledge, skills, experiences, and cultures of local families and community members.</p> <p>As a practitioner, self-reflect and evaluate with a culturally responsive lens of a project, focusing on the relationship with students, parents, and other professionals in the learning community.</p> <p>Review local and community cultural norms, by having</p>	<p>Present of cultural box/basket that describes a personal foundation of the personal story of self that builds resilience, innovation and passion.</p> <p>The large group discussion will link the importance of connecting the community with culture norms. After talking about their personal cultural box, the discussions of the community and cultural values become apparent that everyone is on a different continuum of culture and yet connected.</p> <p>Building with a strong heart about confronting personal truths of our own story and know and understand ourself as a part of the community norm, builds the confidence to be a leader in our communities and beyond in the educational field.</p>



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	<p>students review: “You tube of Fond du Lac Reservation and discuss a community/cultural norms and how everyone is impacted by who is within the community and how this strengthens in the classroom knowing about family and community along with the history.</p> <p>Students will learn about one another as a community within the classroom by:</p> <p>presenting a personal cultural box/basket reflecting their personal story as a means to understand who is within the classroom community and understand how that strengthens resilience, innovation, and passion and to prepare to become a culturally responsive teacher.</p> <p>Discuss as a large group the connection to the many norms of the local community,</p>	
<p><b>6. ZAAGI’ IDIWIN – Loving and Caring</b> To encourage the teacher candidates’ development of healthy, caring relationships built on respect for all.</p> <p><u>Disposition:</u> <i>Equity, Social Justice, and Inclusion</i> Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.</p> <ul style="list-style-type: none"> <li>• Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.</li> <li>• Advocates for and supports Indigenous and other diverse communities and individuals.</li> <li>• Respects the dignity and essential worth of all individuals.</li> <li>• Interacts with sensitivity to community and cultural norms.</li> </ul>	<p>Create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language.</p> <p>Develop teaching strategies that draw on the knowledge, skills, experiences, languages and cultures of students, their families and community members to enhance learning and help all students meet high academic standards.</p>	<p>Review the results of the culturally responsive educator survey. Acknowledge the importance of building relationships while engaging the community, enhances success in the classroom. This survey will prepare the future teacher candidates to discuss the importance and conversation of involving interests of the community/family and culture norms as a way to bring about engagement in the classroom.</p> <p>Using the Faceless Doll as an example or tool to bring a community member’s project to the classroom stirs interest from the students.</p> <p>Connect the community member to the doll, and then connecting the doll as a student in their future classroom brings out the respect of the diversity of the classroom.</p>



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<ul style="list-style-type: none"> <li>• Values and responds to all aspects of a child’s developmental well-being (cognitive, emotional, psychological, social, and physical).</li> <li>• Promotes the diversity of opinions, ideas, and backgrounds.</li> </ul> <p><b>Professional Outcome: Diversity and Disposition</b></p> <ul style="list-style-type: none"> <li>• Promote teachers’ acceptance and respect of the diversity within their school, community and environment.</li> </ul>	<p>Students will complete culturally responsive educator survey which includes five components for future teachers. This survey will allow students to self- acknowledge strengths and weakness and where they are on the continuum of cultural knowledge of the community. The culturally responsive educator survey includes these five components:</p> <p>Native language: Seek to learn the local language and heritage of students, begin using native language/ words in the classroom</p> <p>Content: literature is reflective of the students within the classroom</p> <p>Context (in the place- environment): local environment and community resources are naturally relevant to utilize example: (Ojibwe and maple syrup and)</p> <p>Family &amp; Community: recognize cultural differences as positive worldly approaches and utilize community people as resources.</p> <p>Assessment: Recognize the validity of the local native knowledge system and utilize within classroom (ex: conversation and narratives, as well Ripple effect to write what was learned) The culturally responsive educator survey describes how future teachers create the components of a culturally responsive environment from their own perspectives and biases, before entering into the profession as teachers.</p> <p>This survey will then lead into the discussion of understanding how to introduce the lesson plans, and strategies of a culturally responsive lesson plans. The importance of understanding demographics and context of a classroom and who is within your classroom to connecting strategies of the holistic learner.</p> <p>Create a standards-based culturally responsive unit/project.</p> <p>Discuss each area of a lesson plan: MN Content standards</p>	<p>Respond to the final assessment and write/share with the Ripple Effect assessment tool about the experience of the family and community involvement in the class.</p> <p>Discussions throughout the week display new ideas and connections to the community while working on the doll. The introduction of the faceless doll is a component of the lesson plan, and meeting desirable (grade level standards- Art, math, language, health and wellness standards) outcomes along the process.</p> <p>Students will present the doll and talk about who this child represents in the classroom as their final project.</p> <p>Rubric for the doll will include:</p> <p>The five components of a culturally responsive classroom. speaking/listening skills, following a lesson plan preparing for the end product of the faceless doll and preparing the doll to discuss diversity within the community (classroom).</p> <p>Reflective of how to be innovative and passionate working with one another (Anishinaabe value of compassion).</p>
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	<p>Objective and learning target. Academic vocabulary /Language Context for learning (iep, supports, gaps) Instructional strategies and learning tasks Anticipatory set Inclusive of Culturally Responsive Education Assessment</p> <p>Use the Faceless doll as an example:</p> <p>Faceless doll: Video with example of the components of a culturally responsive lesson.</p> <p>Explain each component of the Faceless Doll lesson.</p>	
<p><b>7. ZHAWENINDIWIN – Compassion</b></p> <p>To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.</p> <p><u>Disposition:</u> Life-long Learner Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.</p> <ul style="list-style-type: none"> <li>• Demonstrates commitment to professional development and intellectual curiosity.</li> <li>• Practices current skills while demonstrating ability to adapt and develop new skills.</li> <li>• Actively participates or fosters the positive professional learning environment within the school community as well as the school-home relationships.</li> <li>• Analyzes various professional contexts, resulting in more informed decision-making about professional practice.</li> </ul> <p><u>Professional Outcome:</u> <b>Generation of New Knowledge</b> To expand teachers’ knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.</p>	<p>Explore concepts related to a place-based project that includes educational equity and student achievement, including culture, cultural competence, multilingualism, and Minnesota-based American Indian Tribal nations and communities.</p> <p>Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, with discussion of prejudice, discrimination, bias, racism, and intersectionality.</p> <p>Participate and respond to the culturally responsive educator survey. Review the results to discuss the students’ strengths and weaknesses.</p> <p>The discussions will be led by transforming the pedagogy of classrooms from a different lens by increasing knowledge and to prepare for educational equity, increase student achievement, and culturally responsive teaching.</p>	<p>After Reviewing the culturally responsive educators survey, students will transition to a new pedagogy and be inclusive of all of the culturally responsive components in preparation of writing lesson plan.</p> <p>Students will expand additional Anishinaabe ways of knowing through the response of the Ripple affect Assessment. This assessment allows for behaviors, ideas, compassion and values embrace to educational equity, student achievement and culturally responsive competence in preparation of a classroom experiences.</p> <p>The Ripple Effect Assessment tool is a narrative reflection to share a written and verbal experience of what you may or may not have learned, throughout the project.</p> <p>Allowing the student to acknowledge the Ojibwe culture as a tool to demonstrate the importance of compassion, especially in relation to behavior, ideas and values.</p>



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	<p>As the final component of the culturally responsive educators survey, the assessment tool “The Ripple effect” will be given to students as an assessment tool to complete and discuss with a partner. Any new knowledge will allow for “aahaa moments” relating to equity, student achievement, and self-awareness of the importance of culturally responsive approaches in a classroom.</p> <p>It is the compassion and narrative in the relationship to one another that will build the understanding of the human experience that is important to this type of summative assessment.</p>	
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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
1A.	The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.	<p>TC will introduce elements of identities (such as sister, bilingual, Anishinaabe, reader) using a web design base approach to address each students strengths to affirm identity. This allows students to continually add to the</p> <p>Assessment: Students will then pair with another student to share and add to the web picture to affirm and add new identities as well as new opportunities that may have been missed.</p> <p>Faceless Doll: Students will begin making a Faceless Doll with the context of the language in mind, and what new Ojibwe words are being used while making the doll.</p>	<p>K-6 learners identify the strengths, by confirming the words and commonalities within the web. The dialogue between students shows the growth of each student and builds a relationship that enhances deeper learning.</p> <p>Context of "in the place"</p> <p>Faceless Doll: The significance in the narrative of the story from a local Elder states that it is more about the gathering of the materials and community building and knowing where you are from than is making the doll. Students will make a faceless doll from scratch and learn about use</p>	Develop teaching strategies that draw on the knowledge, skills, experiences, languages and cultures of students, their families and community members to enhance learning and help all students meet high academic standards.	ZOONGIDE'EWIN Strong hearted:



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			the local and environmental components, such as cattails, buffalo hair, horse hair, sinew, etc. to produce a product for young children.		
1B.	The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.	Importance of My Name activity: Students research the story behind their name or choose a meaningful name, connect with family/community, and share in small circles. Self-portrait with three statements about identity, culture, and language. Classroom discussion on identity formation and cultural norms. Assessment: Students present their name story and self-portrait, reflecting on identity and belonging.	The learner will demonstrate understanding of identity by sharing personal and cultural stories, recognizing similarities and differences among peers, and showing respect for multiple identities in classroom discussions.	Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by strategizing, creating, and displaying the knowledge, skills, experiences, and cultures of local families and community members. Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection.	ZOONGIDE'EWIN – Strong Hearted ZAAGI'IDIWIN – Loving and Caring:
1D.	The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections that enable the construction of knowledge and acquisition of skills.	Importance of My Name activity extended to cultural alignment: Students research the story behind their name and connect it to cultural traditions or family narratives. Classroom discussion on how cultural background influences learning and engagement. Readings from Braiding Sweetgrass and culturally responsive teaching chapters to explore cultural perspectives in curriculum. Assessment: Students write a short reflection on how they would incorporate cultural knowledge into lesson planning.	The learner will demonstrate understanding by making connections between their cultural background and classroom content, sharing cultural stories, and applying these insights to collaborative learning activities.	Develop teaching strategies that draw on the knowledge, skills, experiences, languages, and cultures of students, their families, and community members to enhance learning and help all students meet high academic standards. Create instructional	ZOONGIDE'EWIN – Strong Hearted ZAAGI'IDIWIN – Loving and Caring:



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				opportunities adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language.	
1F.	The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.	<p>TC will introduce the lesson of "Importance of my name". Students will begin by finding out if "there is a story to my name"? Either from home/community or researching it on the internet. If not, they can choose a different name and will find out more about the meanings of names. Students' will have the homework assignment to connect to the family and/or community to find out more about themselves. This is a family connection, and students will talk in small circles about the name. They will be allowed to share to the large group if they choose. This will include a connection to language and culture. Students will then draw a self portrait of the upper half of their face, and then complete the three statements about themselves to talk about their individual experiences of self, family and community which should include culture and language. Introduce the importance of the naming anything from the Anishinaabe perspective;</p> <p>Classroom Discussion: Introduce the culturally responsive educator survey and the five components that are within this survey are: Native language, Content, Context (in the place- environment), Family &amp; Community, and Assessment</p> <p>Culturally Responsive Educator survey: (A Rubric is listed at the end of the syllabus) to discuss with students how to recognize the results of their own strengths and weaknesses.</p> <p>Native Language: Module 1 Produce a poster: Introduce a second language (Ojibwe) component as a strategy by incorporating the second language acquisition into the classroom with the display/arts poster of the five components of a culturally responsive environment</p>	<p>Complete half self portrait and a description of who each student is and a connection to past individual experiences, talents or learning will be acknowledged. Each student describe the connection of name to family (or a meaning) in a short paragraph under the picture. Native language will be included in the process.</p> <p>Using the five components that are within this survey are: Native language, Content, Context (in the place- environment), Family &amp; Community, and Assessment and in the classroom discussion, students will understand how learning is influenced by</p>	Create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language.	<p>ZAAGI' IDIWIN Loving and Caring</p>



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		<p>Assessment: Module 1: Describes the 5 components of a Culturally Responsive Classroom by drawing a pictures and using Ojibwe language to describe the each of the five components on the given pieces of paper, and afterwards students discuss the picture to the class.</p> <p>Context of "in the place":</p> <p>Video: -Watch You tube of Fond du Lac Reservation</p> <p>Make the connection to being in the place of and connecting to the work of the Faceless doll.</p> <p>What pieces and components relate to Ojibwe culture (deer hide, importance of making toys from all local materials, sitting together and working)</p> <p>Faceless Doll: Students will begin making a Faceless Doll with the context of the language in mind, and what new Ojibwe words are being used while making the doll.</p> <p>Classroom Presentation of the Faceless Doll</p> <p>A presentation of the completed doll at the end of the course to talk through who the doll represents and how they may be different and how they would like to be treated, what makes this engaging is the story of why they selected this doll to demonstrate difference.</p> <p>Family and Community:</p> <p>Cultural Baskets: Presentations of cultural baskets and using listening and responding to each of the baskets.</p> <p>-Discuss how everyone's basket is different or similar</p> <p>Content:</p> <p>Read: Braiding Sweet Grass Content: Students will read from "Braiding Sweetgrass and then Jigsaw the readings from Braiding Sweet Grass: - Different stories of dolls from different native communities</p> <p>Read: Culturally Responsive and Standards based Chpt. 5</p>	<p>individual experiences (Context), language (Native Language), culture (content), and family and community values (Family &amp; Community), and talents and prior learning (Assessment).</p> <p>Culturally Responsive Educator survey</p> <p>Students will discuss which areas may need to be worked with a little deeper and then how to prepare courses for the culturally responsive classroom.</p> <p>Understanding yourself first then transitioning to the K-6 classroom experience throughout this process. This survey involves language, culture, family and community values, as well as assessing what is normal for the community. (See Culture Based Rubric at the end of the syllabus-- Attachment B.</p>		
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		<p>Used with culturally responsive education to understand the role of reflection and self-assessment and it is important to use within the classroom. This tool is a using a non-traditional way to assess learning within a cultural context.</p> <p>Assessment: Module 5 Ripple Effect Tool</p> <p>Used with culturally responsive education to understand the role of reflection and self-assessment and it is important to use within the classroom. This tool is a using a non-traditional way to assess learning within a cultural context</p>	<p>Module 1 will focus on the Native Language as one of the strategies for a culturally responsive classroom. This will be introduced with a poster labeling of each area of the culturally responsive class Students will develop the second language poster using all five (5) components- inclusive of a second language,)</p> <p>A circular poster will be divided into five pie shaped sections amongst the students. The students will take each of the 5 sections and label all five components of a culturally responsive classroom. For each section, the students will find an Ojibwe word that relates to each of the 5 components and then illustrate how it will involve all five sections connect. For instance, with Context, a student might and write Manoomin</p>		
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			<p>(wild rice) on their Context section and then depict someone ricing. The strategy for Native Language is to use the student's language, Ojibwe language in this instance, and connect to the child's understanding.</p> <p>, Context of "in the place"</p> <p>Video: A discussion of strategies relating to the importance of where a person is from are important to use as a guide for interest in a classroom. In northern Minnesota the seasons play a big role of the Ojibwe lifeways as explained in the videos. Utilizing these as a way of knowing the community is a strategy to incorporate the local way of knowing and how to do things explained by the elders from the community and incorporating these areas into the classroom curriculum.</p>		
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			<p>Faceless Doll: The significance in the narrative of the story from a local Elder states that it is more about the gathering of the materials and community building and knowing where you are from than is making the doll. Students will make a faceless doll from scratch and learn about use the local and environmental components, such as cattails, buffalo hair, horsehair, sinew, etc. to produce a product for young children.</p> <p>The faceless doll has been a traditional component to the Ojibwe people. The doll is a common tool that historically and culturally is evident in many tribal and cultural communities.</p> <p>Students will develop the second language poster using all five (5) components- inclusive of a second language,)</p>		
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			<p>As students make the doll, they will be asked to think of a K-6 student who may be in their classrooms and different in: class, gender, race and to reflect on how this student will be included and respected.</p> <p>Discussions will consist of different tribal and cultural communities, and what cultural components are significant for the Ojibwe to complete a doll and a reflection about their own personal biases and misconceptions of others.</p> <p>The completed doll is going to be a representation of a student in that students in the course may encounter. The doll may not be the same as you.</p> <p>Classroom Presentation of the Faceless Doll</p> <p>Students will present the completed doll they have made and talk about</p>		
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			<p>the struggles and biases they have experienced as a student in the class and how to develop a learning community for this student to feel comfortable in class.</p> <p>Cultural Baskets: Students will select five items that represent their personal story as a means to understand who is within the classroom community and understand how that strengthens resilience, innovation, and passion and in preparation to becoming a culturally responsive teacher. Students will understand that as a teacher it is important to acknowledge their students' family and their community, as well as their culture and the impact it has on shaping values whether implicit or explicit-regarding expectations for (a) students, teaching and learning; b) the role and</p>		
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			<p>responsibilities associated with being a culturally responsive teacher.</p> <p>Content:</p> <ul style="list-style-type: none"> <li>-discuss traditional resources needed to make dolls in all indigenous communities. Kachina doll, cornhusk doll.</li> <li>-talk about narratives and about story telling. How discussions begin sometimes from puppets, dolls, etc.</li> </ul> <p>Students will read and review different scenarios and vignettes that focuses on content (literature or stories) that is reflective of who is within the class.</p> <p>Students will read and complete on the importance of content or stories (literature) that are reflective of who is within the class.</p> <p>Students will discuss how the stories reflect more meaning when there is a</p>		
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Fond du Lac Tribal and Community College  
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			<p>association with the content.</p> <p>Assessment,</p> <p>Students will take a Ripple Effect self-reflective assessment and answer three reflective questions on their experience in a culturally responsive classroom that they will then share with a partner. Next, students will share with the whole class discussing their “aha” moments from the class material. This will include what they learned, what they would improve on and how the instructor of the course could make improvements as well. This is a very open and honest discussion that is framed in respect</p>		
1H.	The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	<p>Develop a learning Center/project.</p> <p>The TC will read the book “Components of Braiding Swet Grass, prepare weekly questions for journaling weekly including comparing the books experience and students’ personal experiences family, community and culture into the literature.</p> <p>Students’ reflections will be shared to discuss the importance of understanding cultural and community diversity.</p>	Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by strategizing, creating and displaying the knowledge, skills,	Create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a skills,	<p>ZAAGI' IDIWIN</p> <p>Loving and Caring</p>



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



		<p>The K-6 think-Pair share response of the book reflects knowledge of cultural and community experiences in reference to oneself</p>	<p>experiences, and cultures of local families and community members.</p> <p>The K-6 think-Pair share response of the book reflects knowledge of cultural and community experiences in reference to oneself.</p>	<p>second language.</p>	
11.	<p>The teacher understands language development and the benefits of multilingualism and multiliteracy and knows how to incorporate instructional strategies and resources to support language development.</p>	<p>Classroom Discussion: Introduce all five components of the culturally responsive classroom for second language acquisition.</p> <p>Native Language: Produce a poster: Introduce a second language (Ojibwe) component as a strategy by incorporating the second language acquisition into the classroom with the display/arts poster of the five components of a culturally responsive environment.</p> <p>Module 1 will focus on the Native Language as one of the strategies for a culturally responsive classroom. This will be introduced with a poster labeling of each area of the culturally responsive classroom with the Ojibwe language.</p> <p>Students will develop the second language poster using all five (5) components-inclusive of a second language,)</p> <p>A circular poster will be divided into five pie shaped sections amongst the students. The students will take each of the 5 sections and label all five components of a culturally responsive classroom. For each section, the students will find an Ojibwe word that relates to each of the 5 components and then illustrate how it will involve all five sections connect. For instance, with</p> <p>Context, a student might and write</p> <p>Manoomin (wild rice) on their Context section and then depict someone ricing. The strategy for Native Language is to use the student's language, Ojibwe language in this instance, and connect to the child's understanding.</p> <p>Context of "in the place":</p>	<p>Classroom Discussion:</p> <p>Each of the five components of a culturally responsive classroom will be introduced throughout the course.</p> <p>Students will be required to complete a hands-on practice of each one.</p> <p>Native language: Seek to learn the local language and heritage of students, begin using native language/ words in the classroom. (Students will add new Anishinaabe language words to the word wall).</p> <p>Content: literature is reflective of the students within the classroom (Discussion of</p>	<p>Develop teaching strategies that draw on the knowledge, skills, experiences, languages and cultures of students, their families and community members to enhance learning and help all students meet high academic standards.</p>	<p>GWAYAK WAADIZIWIN Living a balanced way</p>



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



		<p>Faceless Doll: The significance in the narrative of the story from a local Elder states that it is more about the gathering of the materials and community building and knowing where you are from than is making the doll. Students will make a faceless doll from scratch and learn about use the local and environmental components, such as cattails, buffalo hair, horsehair, sinew, etc. to produce a product for young children. The faceless doll has been a traditional component to the Ojibwe people. The doll is a common tool that historically and culturally is evident in many tribal and cultural communities.</p> <p>Video: -Watch You tube of Fond du Lac Reservation</p> <p>Make the connection to being in the place of and connecting to the work of the Faceless doll.</p> <p>What pieces and components relate to Ojibwe culture (deer hide, importance of making toys from all local materials, sitting together and working)</p> <p>Faceless Doll: Students will begin making a Faceless Doll with the context of the language in mind, and what new Ojibwe words are being used while making the doll. Classroom Presentation of the Faceless Doll</p> <p>A presentation of the completed doll at the end of the course to talk through who the doll represents and how they may be different and how they would like to be treated, what makes this engaging is the story of why they selected this doll to demonstrate difference.</p> <p>Family and Community:</p> <p>Cultural Baskets: Presentations of cultural baskets and using listening and responding to each of the baskets.</p> <p>-Discuss how everyone's basket is different or similar</p> <p>Content:</p> <p>Read: Braiding Sweet Grass Chapter 4</p> <p>Students will read from "Braiding Sweetgrass and then Jigsaw the readings from Braiding Sweet Grass: -</p>	<p>different native dolls within different native communities)</p> <p>Context (in the place-environment): local environment and community resources are naturally relevant to utilize example: (Use of native products to make the doll)</p> <p>Family &amp; Community: recognize cultural differences as positive worldly approaches and utilize community people as resources (local people tell the story either in person or video).</p> <p>Assessment: Recognize the validity of the local native knowledge system and utilize within classroom (ex: conversation and narratives and Ripple Effect to write what was learned)</p> <p>Assessment: Describes the 5 components of a Culturally Responsive Classroom by drawing a pictures and</p>		
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# Fond du Lac Tribal and Community College Elementary Education Program



		<p>Different stories of dolls from different native communities</p> <p>Read: Culturally Responsive and Standards based Chpt. 5,</p> <p>Assessment: Module 5 Ripple Effect Tool</p> <p>Used with culturally responsive education to understand the role of reflection and self-assessment and it is important to use within the classroom. This tool is a using a non-traditional way to assess learning within a cultural context</p>	<p>using Ojibwe language to describe the each of the five components on the given pieces of paper, and afterwards students discuss the picture to the class.</p> <p>Assessment Context of “in the place”</p> <p>Video: A discussion of strategies relating to the importance of where a person is from are important to use as a guide for interest in a classroom. In northern Minnesota the seasons play a big role of the Ojibwe lifeways as explained in the videos. Utilizing these as a way of knowing the community is a strategy to incorporate the local way of knowing and how to do things explained by the elders from the community and incorporating these areas into the classroom curriculum.</p> <p>As students make the doll, they will be asked to think</p>		
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# Fond du Lac Tribal and Community College Elementary Education Program



			<p>of a K-6 student who may be in their classrooms and different in: class, gender, race and to reflect on how this student will be included and respected.</p> <p>Discussions will consist of different tribal and cultural communities, and what cultural components are significant for the Ojibwe to complete a doll and a reflection about their own personal biases and misconceptions of others.</p> <p>The completed doll is going to be a representation of a student in that</p> <p>students in the course may encounter. The doll may not be the same as you.</p> <p>Classroom Presentation of the Faceless Doll</p> <p>Students will present the completed doll they have made and talk about the struggles and biases they have</p>		
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# Fond du Lac Tribal and Community College Elementary Education Program



			<p>experienced as a student in the class and how to develop a learning community for this student to feel comfortable in class.</p> <p>Cultural Baskets: Students will select five items that represent their personal story as a means to understand who is within the classroom community and understand how that strengthens resilience, innovation, and passion and in preparation to becoming a culturally responsive teacher. Students will understand that as a teacher it is important to acknowledge their students' family and their community, as well as their culture and the impact it has on shaping values whether implicit or explicit-regarding expectations for (a) students, teaching and learning; b) the role and responsibilities associated with being a</p>		
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# Fond du Lac Tribal and Community College Elementary Education Program



			<p>culturally responsive teacher.</p> <p>Content:</p> <ul style="list-style-type: none"><li>-discuss traditional resources needed to make dolls in all indigenous communities. Kachina doll, cornhusk doll.</li><li>-talk about narratives and about story telling. How discussions begin sometimes from puppets, dolls, etc.</li></ul> <p>Students will read and review different scenarios and vignettes that focuses on content (literature or stories) that is reflective of who is within the class.</p> <p>Students will read and complete on the importance of content or stories (literature) that are reflective of who is within the class. Students will discuss how the stories reflect more meaning</p> <p>when there is a association with the content.</p>		
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			<p>Assessment,</p> <p>Students will take a Ripple Effect self-reflective assessment and answer three reflective questions on their experience in a culturally responsive classroom that they will then share with a partner. Next, students will share with the whole class discussing their “aha” moments from the class material. This will include what they learned, what they would improve on and how the instructor of the course could make improvements as well. This is a very open and honest discussion that is framed in respect.</p> <p>See guiding questions at the end of syllabus for the component – Attachment A</p>		
2A.	The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines	<p>The TC will introduce individual differences, and what is known now and how that can change by understanding the community we work/play within, and be able to respect differences and still work in the same environment.</p> <p>K-6 Learners will review the story of “The new Kid in Class,” for “Justice for Learners.”</p>	Completed project of drawings can be put together to show all of the different ways a learning community are different and respected.	Create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities by developing a	<p>ZAAGI' IDIWIN</p> <p>Loving and Caring</p>



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	<p>that represent the needs of all students.</p>	<p>They will respond to questions, before the story, and then after the story. Students acknowledge that change can happen as we learn more about one another. Students will draw their own learning community and what it should look like.</p> <p>The TC will create a culturally responsive lesson that is specific to the environment to K-6 learners the includes being “in the place” or the outside learning environment.</p> <p>The context of being in the place includes a cultural activity that students will need to work with more than one student to encourage positive interpersonal relationships.</p>		<p>place-based cultural project that includes a second language.</p> <p>Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by strategizing, creating and displaying the knowledge, skills, experiences, and cultures of local families and community members.</p>	
<p>2E.</p>	<p>The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.</p>	<p>Faceless Doll Presentation: Students present their completed doll and engage in a guided discussion about diversity, inclusion, and systemic inequities.</p> <p>Case Study Discussions: Analyze scenarios involving bias and discrimination in classroom settings; respond with strategies for equity and inclusion.</p> <p>Ripple Effect Assessment: Reflect on personal biases and “aha” moments related to equity and culturally responsive teaching.</p> <p>Assessment: Students write a short reflection on how they would address bias and inequities in their future classroom.</p>	<p>The learner will demonstrate understanding by identifying examples of bias and discrimination in stories or classroom scenarios, discussing strategies to create inclusive environments, and showing respect for diverse perspectives during group activities.</p>	<p>Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, including discussion of prejudice, discrimination, bias, racism, and intersectionality. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by strategizing and displaying the knowledge, skills, experiences, and cultures of local families and community members.</p>	<p>ZAAGI' IDIWIN Loving and Caring ZHAWENINDIWIN – Compassion</p>



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5A.	The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	The TC will develop an activity that will be a component of the learning center/ project that includes the student's family, and community experiences as a component of the cultural norms.		Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being by making a presentation to the class, or a local, state or national conference.	DEBWEWIN Honesty and integrity
5B.	The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.	<p>Ojibwe Language Poster Project: Students create a culturally responsive classroom poster incorporating Ojibwe language and the five components of a culturally responsive classroom.</p> <p>Faceless Doll Project: Students make a traditional Ojibwe faceless doll using local materials, connecting to cultural practices and environmental resources.</p> <p>Community Engagement Activity: Students interview a family or community member about cultural traditions and integrate findings into their lesson plan.</p> <p>Assessment: Presentation of the poster and doll, plus a reflection on how these activities connect classroom learning to real-world cultural contexts.</p>	The learner will demonstrate understanding by applying cultural and community knowledge to classroom projects, showing how real-world experiences enhance learning and engagement	Create instructional opportunities adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language. Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being by making a presentation to the class or a local, state, or national conference.	ZAAGI'IDIWIN – Loving and Caring: ZHAWENINDIWIN – Compassion
6D.	The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels.	<p>Case Study Discussions: Students analyze scenarios involving bias, discrimination, and systemic inequities in classroom settings; respond with strategies for equity and inclusion.</p> <p>Faceless Doll Project: Students reflect on personal biases and misconceptions while creating a doll that represents a student from a different background.</p> <p>Ripple Effect Assessment: Students complete a reflective assessment on their understanding</p>	The learner will demonstrate understanding by identifying examples of prejudice and discrimination in stories or classroom scenarios, discussing	Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, including discussion of prejudice,	ZAAGI'IDIWIN – Loving and Caring: ZHAWENINDIWIN – Compassion



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		<p>of prejudice and racism and share “aha” moments with peers. Assessment: Short written reflection on how they would address prejudice and discrimination in their future classroom.</p>	<p>strategies to create inclusive environments, and showing respect for diverse perspectives during group activities.</p>	<p>discrimination, bias, racism, and intersectionality. Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being by making a presentation to the class or a local, state, or national conference.</p>	
6E.	<p>The teacher explores their own intersecting social identities and how they impact daily experience as an educator.</p>	<p>Ripple Effect Assessment: Students reflect on their own social identities and how these influence their teaching philosophy and classroom interactions. Cultural Basket Activity: Students present five items representing their personal story, connecting identity to family, community, and cultural norms. Case Study Discussions: Analyze scenarios where teacher identity impacts classroom dynamics; discuss strategies for equity and inclusion. Assessment: Written reflection on how intersecting identities (race, gender, language, culture) shape their role as an educator.</p>	<p>The learner will demonstrate understanding by recognizing and articulating how their own identities influence their teaching approach, and by showing respect for diverse identities in classroom discussions and activities.</p>	<p>As a practitioner, self-reflect and evaluate with a culturally responsive lens of a project, focusing on the relationship with students, parents, and other professionals in the learning community. Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, including discussion of prejudice, discrimination, bias, racism, and intersectionality.</p>	<p>ZAAGI’IDIWIN – Loving and Caring: ZHAWENINDIWIN – Compassion</p>
6F.	<p>The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.</p>	<p>Ripple Effect Assessment: Students complete a reflective assessment on their own biases and perceptions, identifying areas for growth and strategies to disrupt oppressive systems. Case Study Discussions: Analyze classroom scenarios where teacher bias impacts student outcomes; propose culturally responsive solutions. Faceless Doll Project: Students reflect on personal biases while creating a doll</p>	<p>The learner will demonstrate understanding by articulating strategies to create equitable learning environments, acknowledging</p>	<p>As a practitioner, self-reflect and evaluate with a culturally responsive lens of a project, focusing on the relationship with students,</p>	<p>ZOONGIDE’EWIN – Strong Hearted ZHAWENINDIWIN – Compassion:</p>



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		<p>representing a student from a different background, discussing how to ensure inclusion.</p> <p>Assessment: Written reflection on how their biases and training may influence teaching and how they plan to mitigate these effects.</p>	<p>personal biases, and applying culturally responsive practices to disrupt systemic inequities.</p>	<p>parents, and other professionals in the learning community. Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, including discussion of prejudice, discrimination, bias, racism, and intersectionality.</p>	
7B.	<p>The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.</p>	<p>Community Engagement Activity: Students interview a family or community member about cultural traditions and integrate findings into their lesson plan.</p> <p>Cultural Basket Activity: Students present five items representing their personal story, connecting identity to family, community, and cultural norms.</p> <p>Faceless Doll Project: Students connect the doll to a community member's story, demonstrating how cultural knowledge informs classroom inclusion.</p> <p>Assessment: Presentation of the cultural basket and reflection on how family and community engagement supports student learning.</p>	<p>The learner will demonstrate understanding by incorporating family and community perspectives into classroom projects, showing respect for cultural norms, and applying these insights to create inclusive learning environments.</p>	<p>Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being by making a presentation to the class or a local, state, or national conference. Create instructional opportunities adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language.</p>	<p>ZOONGIDE'EWIN – Strong Hearted ZHAWENINDIWIN – Compassion:</p>
7D.	<p>The teacher demonstrates the ability to identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and understands how</p>	<p>Case Study Discussions: Students analyze classroom scenarios where curriculum fails to include diverse perspectives; propose strategies to address gaps.</p> <p>Culturally Responsive Classroom Poster: Students identify missing cultural components in standard curriculum and design a poster that</p>	<p>The learner will demonstrate understanding by identifying missing perspectives in curriculum materials,</p>	<p>Create instructional opportunities adapted to students with diverse backgrounds and</p>	<p>ZOONGIDE'EWIN – Strong Hearted ZHAWENINDIWIN – Compassion:</p>



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	<p>curriculum and instruction impacts students that are not part of the dominant culture.</p>	<p>integrates Ojibwe language and culturally responsive practices.            Community Engagement Activity: Students interview a family or community member to identify cultural knowledge that is absent from mainstream curriculum and incorporate it into a lesson plan.            Assessment: Written reflection on curriculum gaps and presentation of a culturally responsive unit that addresses those gaps.</p>	<p>suggesting inclusive strategies, and creating lesson plans that integrate multiple cultural viewpoints</p>	<p>exceptionalities by developing a place-based cultural project that includes a second language. Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being by making a presentation to the class or a local, state, or national conference.</p>	
8A.	<p>The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.</p>	<p>Case Study Discussions: Students analyze scenarios involving race, ethnicity, and intersectionality in classroom settings; propose culturally responsive strategies.            Ripple Effect Assessment: Students reflect on their understanding of racial formation and intersectionality and share “aha” moments with peers.            Faceless Doll Project: Students consider how race and ethnicity intersect with other identities (gender, class, language) while creating a doll representing a student from a different background.            Assessment: Written reflection on how theories of race and intersectionality inform culturally responsive teaching practices.</p>	<p>The learner will demonstrate understanding by identifying examples of racial formation and intersectionality in classroom scenarios, discussing strategies to create inclusive environments, and applying these insights to lesson planning</p>	<p>Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, including discussion of prejudice, discrimination, bias, racism, and intersectionality. Explore concepts related to a place-based project that includes educational equity and student achievement, including culture, cultural competence, multilingualism, and Minnesota-based American Indian Tribal nations and communities.</p>	<p>ZOONGIDE’EWIN            – Strong Hearted ZHAWENINDIWIN            – Compassion:</p>
8B.	<p>The teacher understands the definitions of and difference between</p>	<p>Case Study Discussions: Students analyze classroom scenarios involving prejudice,</p>	<p>The learner will demonstrate understanding</p>	<p>Respond to scenarios as a culturally</p>	<p>ZOONGIDE’EWIN            – Strong Hearted ZHAWENINDIWIN</p>



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	<p>prejudice, discrimination, bias, and racism.</p>	<p>discrimination, bias, and racism; propose strategies for equity and inclusion.  Ripple Effect Assessment: Students reflect on their understanding of these concepts and share “aha” moments with peers.  Faceless Doll Project: Students consider how these concepts influence classroom dynamics while creating a doll representing a student from a different background.  Assessment: Short written reflection on how they would address prejudice, discrimination, bias, and racism in their future classroom.</p>	<p>by identifying examples of prejudice, discrimination, bias, and racism in classroom scenarios, discussing strategies to create inclusive environments, and applying these insights to lesson planning</p>	<p>responsive teacher with a focus on racial consciousness and reflection, including discussion of prejudice, discrimination, bias, racism, and intersectionality. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by strategizing and displaying the knowledge, skills, experiences, and cultures of local families and community members.</p>	<p>– Compassion</p>
<p>8C.</p>	<p>The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.</p>	<p>Case Study Discussions: Students analyze classroom scenarios where ethnocentrism or eurocentrism impacts curriculum and instruction; propose strategies to create equity.  Ripple Effect Assessment: Students reflect on how deficit-based teaching and systemic biases influence their own practice and share strategies to disrupt these patterns.  Faceless Doll Project: Students consider how dominant cultural norms affect inclusion while creating a doll representing a student from a marginalized background.  Assessment: Written reflection on how they would address ethnocentrism and deficit-based teaching in their future classroom.</p>	<p>The learner will demonstrate understanding by identifying examples of ethnocentrism and deficit-based teaching in classroom scenarios, discussing strategies to create inclusive environments, and applying these insights to lesson planning.</p>	<p>Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, including discussion of prejudice, discrimination, bias, racism, and intersectionality. Create instructional opportunities adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language.</p>	<p>ZOONGIDE’EWIN  – Strong Hearted  ZHAWENINDIWIN  – Compassion</p>



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8D.	<p>The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.</p>	<p>Case Study Discussions: Students analyze classroom scenarios where dominant cultural norms shape knowledge creation and instruction; propose strategies to create equity.</p> <p>Ripple Effect Assessment: Students reflect on how social and cultural practices influence teaching and learning, and share strategies to disrupt inequities.</p> <p>Faceless Doll Project: Students consider how cultural practices and ways of knowing influence classroom inclusion while creating a doll representing a student from a different background.</p> <p>Assessment: Written reflection on how they would incorporate multiple ways of knowing into their teaching to ensure equity.</p>	<p>The learner will demonstrate understanding by identifying how cultural practices shape knowledge creation, discussing strategies to include multiple perspectives, and applying these insights to lesson planning.</p>	<p>Explore concepts related to a place-based project that includes educational equity and student achievement, including culture, cultural competence, multilingualism, and Minnesota-based American Indian Tribal nations and communities. Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, including discussion of prejudice, discrimination, bias, racism, and intersectionality.</p>	<p>ZOONGIDE'EWIN – Strong Hearted ZHAWENINDIWIN – Compassion</p>
8E.	<p>The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.</p>	<p>Readings and Discussions: Incorporate excerpts from Braiding Sweetgrass and culturally responsive teaching chapters to explore Indigenous histories and perspectives.</p> <p>Case Study Discussions: Analyze scenarios involving systemic inequities and historical struggles of racialized groups; propose strategies for equity and inclusion.</p> <p>Ripple Effect Assessment: Reflect on how historical and social struggles influence current educational practices and share “aha” moments with peers.</p> <p>Assessment: Written reflection on how understanding these histories informs culturally responsive teaching and curriculum design.</p>	<p>The learner will demonstrate understanding by explaining how historical and social struggles impact educational equity, identifying strategies to honor these histories in classroom instruction, and applying insights to lesson planning.</p>	<p>Explore concepts related to a place-based project that includes educational equity and student achievement, including culture, cultural competence, multilingualism, and Minnesota-based American Indian Tribal nations and communities. Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection,</p>	<p>ZOONGIDE'EWIN – Strong Hearted ZHAWENINDIWIN – Compassion</p>



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				including discussion of prejudice, discrimination, bias, racism, and intersectionality.	
8F.	The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.	<p>Ojibwe Language Poster Project: Students create a culturally responsive classroom poster incorporating Ojibwe language and the five components of a culturally responsive classroom.</p> <p>Faceless Doll Project: Students make a traditional Ojibwe faceless doll using local materials, connecting to cultural practices and environmental resources.</p> <p>Readings and Discussions: Incorporate excerpts from Braiding Sweetgrass and culturally responsive teaching chapters to explore Indigenous histories and perspectives.</p> <p>Assessment: Presentation of the poster and doll, plus a reflection on how these activities connect classroom learning to Ojibwe cultural knowledge.</p>	The learner will demonstrate understanding by integrating Ojibwe language and cultural practices into classroom projects, explaining how Indigenous perspectives shape teaching and learning, and applying these insights to lesson planning.	Explore concepts related to a place-based project that includes educational equity and student achievement, including culture, cultural competence, multilingualism, and Minnesota-based American Indian Tribal nations and communities. Create instructional opportunities adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language.	<p>ZOONGIDE'EWIN – Strong Hearted</p> <p>ZHAWENINDIWIN – Compassion</p>
8G.	The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.	<p>Case Study Discussions: Students analyze classroom scenarios where multiple identities intersect (e.g., race and language, gender and ability) and propose strategies for equity and inclusion.</p> <p>Faceless Doll Project: Students create a doll representing a student from a different background and reflect on how intersecting identities influence classroom dynamics.</p> <p>Ripple Effect Assessment: Students reflect on how their own intersecting identities impact teaching and share strategies to support diverse learners.</p> <p>Assessment: Written reflection on how intersectionality shapes educational experiences and how to create inclusive environments.</p>	The learner will demonstrate understanding by recognizing how intersecting identities influence student experiences, applying inclusive strategies in lesson planning, and showing respect for diversity in classroom discussions.	Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, including discussion of prejudice, discrimination, bias, racism, and intersectionality. Create learning environments that encourage positive social interaction,	<p>ZOONGIDE'EWIN – Strong Hearted</p> <p>ZHAWENINDIWIN – Compassion</p>



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				active engagement in learning, and self-motivation by strategizing and displaying the knowledge, skills, experiences, and cultures of local families and community members.	
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**Course Requirements & Assessment descriptions:**

Criteria	Points	Due
Lecture Reflections (8 lectures x 10 points each)	80	Due bi-weekly Sunday Night
Case Study Discussions (CS) (8 Discussions at 10 points each)	80	Due bi-weekly Sunday Night
Ripple Effect Assessment	10	5/12
Presentation of Doll	50	4/1
Faceless Doll (Product)	40	3/29
Culturally Responsive Educator Survey	30	1/25
Cultural Basket Activity	40	2/11
Culturally Responsive Classroom Poster	40	2/8
Assessing Your Community: Identifying Areas of Need	10	2/8
Storyboard (1-5) Content, Context, Family and Community, Language, and Assessment (10 points each)	50	1: 3/15 2: 3/29



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		3: 4/12 4: 4/26 5: 5/5
Culturally Responsive Unit/Project Presentation	50	5/4
Self-Assessment on Transformational Learning and Reflection	10	5/12
<b>Total</b>	<b>490</b>	

### 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 email at [jessica.thompson@fdltcc.edu](mailto:jessica.thompson@fdltcc.edu)

**Participation-** This course is asynchronous, but has **four sessions** that are tied to assignments in the course. Those dates are **Jan 14<sup>th</sup>, Feb 11<sup>th</sup>, Apr 1<sup>st</sup>, and May 4<sup>th</sup>**. These sessions are tied to presentations students must give in the course. Since the course is asynchronous, the students have the choice to record themselves presenting and submit the recording prior to the meeting so other students can watch the recording. The first meeting, **Jan 14<sup>th</sup> is on campus** for students to gather their materials for the Faceless Doll.

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

**Late Posting/Late Assignments:** To support a productive and equitable learning environment, the following guidelines apply to late work:

- **Assignments:** While timely submission is encouraged to maintain the flow of the course, **late assignments will not be penalized** as long as the student **communicates with the instructor ahead of the due date** and receives approval. This flexibility is intended to accommodate extenuating circumstances while preserving academic integrity and fairness.

Failure to communicate in advance may result in point deductions or non-acceptance of the assignment, at the instructor's discretion.

### Teaching to Mastery Statement:

This course is grounded in the philosophy of teaching to mastery. Students are encouraged to engage deeply with course content and demonstrate their understanding through high-quality work. To support this approach, resubmissions of assignments may be permitted when appropriate. If a student receives



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feedback indicating that revisions are needed, they are welcome to revise and resubmit their work within a reasonable timeframe as determined by the instructor. The goal is to foster growth, reflection, and continuous improvement in alignment with professional standards.

### **Living Document Notice**

This syllabus is a living document and may be updated throughout the semester to reflect changes in scheduling, assignments, or course content. Any modifications will be communicated clearly and in advance through the course shell or email. Students are responsible for staying informed of updates and checking announcements regularly.

### **Instructor Office Hours:**

*You can email the instructor at [jessica.thompson@fdltcc.edu](mailto:jessica.thompson@fdltcc.edu) to set up an appointment online or in person. Online drop-in hours are available on Tuesdays and Wednesdays. Just email the instructor to let them know you would like to meet.*

**Monday:** By appointment

**Tuesday:** 2:00-4:00 PM (via Zoom), or by appointment on campus

**Wednesday:** 8:00-11:00 AM (via Zoom), or by appointment on campus

**Thursday:** By appointment

**Friday:** By appointment

### **Extra Credit Policy:**

To support student success and promote academic engagement, this course offers structured opportunities for earning extra credit. Students who wish to pursue extra credit may do so through the following approved activities:

- **Instructor Consultation:** Meet with the instructor to discuss course content, assignments, or academic progress.
- **Tutor.com Submission:** Submit a written assignment to Tutor.com and provide the instructor with the feedback received as documentation.
- **Peer Review:** Engage in a peer review process. Submit a copy of the peer's comments or editing notes to the instructor as evidence.
- **Writing Center Support:** Visit the campus Writing Center for assistance with writing assignments. The Writing Center must confirm the visit via email to the instructor.
- **Campus Engagement:** Attend an approved campus event (e.g., cultural, educational, or service-based). Submit a photo or program flyer as proof of attendance.

Extra credit is intended to reinforce learning, encourage collaboration, and foster community involvement. All extra credit activities must be completed within the timeframe specified by the instructor and are subject to approval.



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### ***Some Use of Generative A.I. Allowed***

Generative AI policies may differ from one course to another. In this course, the use of generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) may be permitted in certain situations. Your instructor will specify when and under what conditions their use is allowed. If you use these tools, you may be required to explain how they informed your work, and all use must include proper attribution/citations. The instructor will clearly indicate in the online learning platform (e.g., D2L/Brightspace) whether AI use is allowed for each assignment. If students choose to use AI tools, they must:

- Follow the guidelines provided for that specific assignment.
- Clearly explain how the AI tool informed their work.
- Include proper attribution or citation of the AI tool used.

Unauthorized or unacknowledged use of AI tools may be considered a violation of academic integrity.

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

### **Course Schedule:**

<b>Week / Class Topic</b>	<b>Assignment and Activity</b>	<b>Learning opportunities and Assessment</b>	<b>SEP Standard (SEP) Subject Matter (SM) Cultural Standard (CS)</b>
Mod 1: Jan 12-25 <sup>th</sup>	<b>Due Jan 25th:</b> LR 1, CS 1, Faceless Doll Video 1, Culturally Responsive Educator Survey <b>Readings:</b> CRSBT Ch 1, CS Ch 2 <b>INPERSON MEETING: Jan 14th</b>	<p>Watch Faceless Doll Video 1 and discuss cultural significance. Complete Culturally Responsive Educator Survey. Read CRSBT Ch. 1 and CS Ch. 2. In-person meeting: Introduction to culturally responsive teaching and Ojibwe language integration.</p> <p>From readings and the lecture Teacher candidates will learn about culturally responsive standards based teaching including learning from students lives, culturally responsive and standard based together, essential elements, implementing culturally responsive standard based teaching, continuum of options and opportunities for culturally responsive standard</p>	<p>SEP: 1A. 1B. CS: ZOONGIDE’EWIN – Strong Hearted ZAAGI’IDIWIN – Loving and Caring</p>



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		based teaching, and one case study.	
Mod 2: Jan 26-Feb 8 <sup>th</sup>	<b>Due Feb 8<sup>th</sup>:</b> LR 2, CS 2, Faceless Doll Video 2, Culturally Responsive Classroom Poster, Assessing Your Community: Identifying Areas of Need, <b>Readings:</b> CRSBT Ch 2, CS Ch 2	Faceless Doll Video 2. Create Culturally Responsive Classroom Poster with Ojibwe language. Assessing Your Community: Identify areas of need. Read CRSBT Ch. 2 and CS Ch. 2.  From readings and the lecture teacher candidates will learn about taking stock of current classroom practices, finding time and resources, and one case study.	SEP: 1I. 5B. CS: ZAAGI'IDIWIN – Loving and Caring ZHAWENINDIWIN – Compassion
Mod 3: Feb 9-22 <sup>nd</sup>	<b>Due Feb 22<sup>nd</sup>:</b> LR 3, CS 3, Faceless Doll Video 3 <b>Readings:</b> CRSBT Ch 3, CS Ch 3 <b>MEETING: Feb 11<sup>th</sup>: Cultural Basket Activity</b>	Faceless Doll Video 3. Cultural Basket Activity (in-person). Read CRSBT Ch. 3 and CS Ch. 3.  From readings and the lecture teacher candidates will learn about the foundation for culturally responsive standard based teaching including getting to know your cultural self, building relationships with students, connecting with family and the community, powerful relationships can be transformational, and one case study.	SEP: 6E. 7B. CS: ZAAGI'IDIWIN – Loving and Caring ZOONGIDE'EWIN – Strong Hearted
Mod 4: Feb 23-Mar 8 <sup>th</sup>	<b>Due Mar 15<sup>th</sup>:</b> LR 4, CS 4, Faceless Doll Video 4, Storyboard 1: Content <b>Readings:</b> CRSBT Ch 4 and 5, CS Ch 4 and 5	Faceless Doll Video 4. Storyboard 1: Content. Read CRSBT Ch. 4 & 5 and CS Ch. 4 & 5  From readings in the lecture teacher candidates will learn about the environment for culturally responsive standards based teaching including incorporating culturally responsive materials into the environment, engaging in conversation, culturally responsive standard based curriculum, using standards and curriculum planning, adding culturally responsive standard based practices to the existing curriculum, creating culturally responsive standards based	SEP: 7D. 8C. CS: ZOONGIDE'EWIN – Strong Hearted ZHAWENINDIWIN – Compassion



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		lessons and units, developing culturally responsive standard based projects, developing culturally responsive standard based interdisciplinary activities, and one case study.	
SPRING BREAK Mar 9-15 <sup>th</sup>			
Mod 5: Mar 16-29 <sup>th</sup>	<b>Due Mar 29th:</b> LR 5, CS 5, Faceless Doll (product), Storyboard 2: Context, <b>Readings:</b> CRSBT Ch 6, CS Ch 6 and 7	Faceless Doll (product). Storyboard 2: Context. Read CRSBT Ch. 6 and CS Ch. 6 & 7.  From readings and the lecture teacher candidates will learn about assessment and reflection including student assessment, reflection, gathering feedback from families and two case studies.	SEP: 8D. 6F. CS: ZOONGIDE'EWIN – Strong Hearted ZAAGI'IDIWIN – Loving and Caring
Mod 6: Mar 30-Apr 12 <sup>th</sup>	<b>Due Apr 12th:</b> LR 6, CS 6, Storyboard 3: Family and Community <b>Readings:</b> CRSBT Ch 7, CS Ch 8 <b>MEETING: April 1st: Presentation of Doll</b>	Storyboard 3: Family and Community. Presentation of Doll (in-person). Read CRSBT Ch. 7 and CS Ch. 8.  From readings and the lecture teacher candidates will learn about scaling up from school wide to state level efforts including whole school focus on culturally responsive standards based teaching and learning, effective ongoing professional development, taking culturally responsive standards based efforts to the district level statewide efforts, and one case study.	SEP: 6D. 8B. CS: ZAAGI'IDIWIN – Loving and Caring ZHAWENINDIWIN – Compassion
Mod 7: Apr 13-26 <sup>th</sup>	<b>Due Apr 26th:</b> LR 7, CS 7, Storyboard 4: Language <b>Readings:</b> CRSBT Ch 8, CS Ch 9 and 10	Storyboard 4: Language. Read CRSBT Ch. 8 and CS Ch. 9 & 10.  From readings and the lecture teacher candidates will learn about teachers learning and growing with culturally responsive standards based teaching and 2 case studies.	SEP: 1L. 8F. CS: ZOONGIDE'EWIN – Strong Hearted ZHAWENINDIWIN – Compassion
Mod 8: Apr 27-May 5 <sup>th</sup>	<b>Due May 5th:</b> LR 8, CS 8, Storyboard 5: Assessment <b>Readings:</b> CRSBT Ch 9, CS Ch 11 <b>MEETING: May 4th: Culturally Responsive Unit/Project Presentation</b>	Storyboard 5: Assessment. Culturally Responsive Unit/Project Presentation (in-person). Read CRSBT Ch. 9 and CS Ch. 11.  From readings and the lecture teacher candidates will learn	SEP: 8A. 8G. CS: ZOONGIDE'EWIN – Strong Hearted ZHAWENINDIWIN – Compassion



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		about background research and theoretical base including enhancing engagement and motivation and learning, creating academic rigor and challenging curricula, improving partnerships with family and in the community and one case study.	
Finals: May 6,7,11, and 12 <sup>th</sup>	<b>Due May 12th:</b> Self-Assessment on Transformational Learning and Reflection, Ripple Effect Assessment	Self-Assessment on Transformational Learning and Reflection. Ripple Effect Assessment.	SEP: 6E. 6F. CS: ZHAWENINDIWIN – Compassion ZAAGI'IDIWIN – Loving and Caring

### Requirements and Points:

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

Grade	%	Points
A	100-90	490-441
B	89-80	440-392
C	79-70	391-343
D	69-60	342-294



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### 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 1. Standard 1. Student learning.**

A. The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.

B. The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.

D. The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections that enable the construction of knowledge and acquisition of skills.

F. The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.

H. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

I. The teacher understands language development and the benefits of multilingualism and multiliteracy and knows how to incorporate instructional strategies and resources to support language development.

##### **Subp. 2. Standard 2. Learning environments.**

A. The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.

E. The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.



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### Subp. 5. **Standard 5. Instructional strategies.**

- A. The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- B. The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.

### Subp. 6. **Standard 6. Professional responsibilities.**

- D. The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels.
- E. The teacher explores their own intersecting social identities and how they impact daily experience as an educator.
- F. The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.

### Subp. 7. **Standard 7. Collaboration and leadership.**

- B. The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.
- D. The teacher demonstrates the ability to identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and understands how curriculum and instruction impacts students that are not part of the dominant culture.

### Subp. 8. **Standard 8. Racial consciousness and reflection.**

- A. The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.
- B. The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.
- C. The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.
- D. The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.



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E. The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.

F. The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.

G. The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.

### Reference/Resource List:

- Saifer, S., Edwards K., Ko, L., Stuczynski, A., Culturally Responsive Standards-Based Teaching 2nd addition. Corwin. 2011
- Gorski, P. C., & Pothini, S. G. (2023). *Case studies on diversity and social justice education* (3rd ed.). Routledge. <https://doi.org/10.4324/9781351142526>
- Ojibwe People's Dictionary, [Ojibwe People's Dictionary | the Ojibwe People's Dictionary](#)
- Kimmer, Robin Waller, Braiding Sweetgrass, Milkweed Editions. Canada, 2011
- Videos: Joyce Laporte Fond du Lac Tribal and Community College. [https://mnscu-my.sharepoint.com/:f:/r/personal/ib1670rk\\_minnstate\\_edu/Documents/Joyce%20LaPorte%20Doll%20Ma kin g?csf=1&web=1&e=pgiUEI](https://mnscu-my.sharepoint.com/:f:/r/personal/ib1670rk_minnstate_edu/Documents/Joyce%20LaPorte%20Doll%20Ma%20kin%20g?csf=1&web=1&e=pgiUEI)
- [Stormwater Curriculum Unit.indd \(ripple-effects.com\)](#)
- Fond du Lac Reservation Utube: [https://www.bing.com/videos/search?q=Fond+du+Lac+reservation++sugar+bush&ru=%2Fvideos%2Fsear\\_ch%3Fq%3dFond%2520du%2520Lac%2520reservation%2520%2520sugar%2520bush%26qs%3dn%26f](https://www.bing.com/videos/search?q=Fond+du+Lac+reservation++sugar+bush&ru=%2Fvideos%2Fsear_ch%3Fq%3dFond%2520du%2520Lac%2520reservation%2520%2520sugar%2520bush%26qs%3dn%26f)
- [Cattails: A Wetland Favorite's Useful History - - The Adirondack Almanack](#)
- Edu alliance: <https://global-downloads.webdamdb.com/extdownload.php>
- [The Legend of the No Face Doll – Oneida Indian Nation](#)
- **Justice for Learners:** <https://www.bing.com/videos/search?q=youtube+learning+centers+social+justice&&view=detail&mid=D94A129641D26F902790D94A129641D26F902790&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dyoutube%2520learning%2520centers%2520social%2520justice%26qs%3dn%26form%3DQBVR%26sp%3D-1%26pq%3Dyoutube%2520learning%2520centers%2520social%2520justice%26sc%3D0-40%26sk%3D%26cvid%3D99E5633FDCEB4615BD93F9F500667AA0>



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## Attachment A:

### Ripple Effect Assessment:

Name of interviewer:

Name of interviewee:

Date:

1. Name three highlights or achievements of success you had during this course learning about Culturally Responsive Educational classrooms?
2. What were three unexpected things that happened as a result of participating in this class?
3. What connections with others (new and/or deepened) have you made or you observed throughout this course?
4. Share with a partner.



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### Attachment B:

A Guide for Culture Based  
Education  
(Grounded, Blended or Rooted in our Own) Dr.  
Walter Kahumoku III

- 1) **Emerging:** Emerging/understanding beginning to recognize
- 2) **Developing:** Understanding with limited development or partial implementation
- 3) **Proficient:** Functional and operational level of development and implementation
- 4) **Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating.

	1	2	3	4
<b>A.1. Content: Making Learning meaningful through culturally grounded content and assessment.</b>				
<b>B.1. Context: In the place. Structuring school classroom and other learning environments in culturally appropriate ways.</b>				
<b>C.1. Family &amp; Community: Actively involves family community throughout the curriculum/unit and everyday learning.</b>				
<b>D.1. Language: Recognizes or uses Native or heritage language.</b>				
<b>E.5. Assessment: Gathering and maintaining methods to ensure student progress in culturally appropriate ways.</b>				



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**Attachment C**  
A Guide for Culture  
Based Education  
(Grounded, Blended  
or Rooted in our On)  
Dr. Walter Kahumoku

III

- 1) **Emerging:** Emerging/understanding beginning to recognize
- 2) **Developing:** Understanding with limited development or partial implementation
- 3) **Proficient:** Functional and operational level of development and implementation
- 4) **Exemplary:** Fully and fluently engaged in implementing, mentoring, collaborating.

	1	2	3	4
<b>A.1. Content: Making Learning meaningful through culturally grounded content and assessment.</b>	Teacher uses literature-based culture content in the lesson.	Teacher shows different levels of meaning and purpose by using culture-based literature.	Teacher demonstrates Ojibwe culture content units in the classroom.	Teacher shares Ojibwe culture Unit with social justice issues to the larger community.
<b>B.1. Context: In the place. Structuring school classroom and other learning environments in culturally appropriate ways.</b>	Teacher acknowledges CBE and begins the process of transitioning classroom.	Teacher begins to use the outdoors as a learning environment.	Teacher develops units culture-based education.	The teacher shows and demonstrates what a culture-based classroom represents to others.
<b>C.1. Family &amp; Community: Actively involves family community throughout the curriculum/unit and everyday learning.</b>	Teacher acknowledges importance of the Ojibwe culture and the community.	Teacher introduces the importance of community/family within a lesson.	Teacher involves the culture communities into the unit of study.	Teacher involves the sustainability outside the classroom and into the community/families.
<b>D.1. Language: Recognizes or uses Native or heritage language.</b>	Teacher acknowledges importance of language.	Teacher comprehends the Native Language and begins to use in the classroom.	Teacher demonstrates language usage in lessons and uses throughout the classroom.	Teacher uses language throughout the Unit.
<b>E.5. Assessment: Gathering and maintaining methods to ensure student progress in culturally appropriate ways.</b>	Teacher uses different assessments to learn what students know.	Teacher begins the transition to using standards and rubrics in single lessons.	Teacher develops complete unit with rubrics.	Teacher is able to assist others in developing lessons with rubrics.



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