



**Anishinaabe and American
Elementary Education Program**

**Fond du Lac Tribal and
Community College**



COURSE: AMIN/EDU 1020

Name: Sara Montgomery

Course Title: Foundations of Anishinaabe and American Educational Systems

MTC Goal Area: 8

Credits: _____ Pre-requisites: _____ Co-requisites: _____

Course Description:

This course introduces prospective teacher candidates to the teaching profession. The major purpose of this course is to help students clarify their thoughts and feelings about becoming a professional educator and to develop educational philosophies that they will bring into their classrooms. This course is taken by both prospective elementary education teachers and early childhood students. In addition, the importance of embedding the Anishinaabe perspective into the curriculum will be stressed. This course also introduces candidates to educational assessments, portfolios, curriculum, and organizations within the educational systems. There are fifteen (15) hours of field experience (observation and participation) in the classroom/community.

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

Recommended:

- Parkay, Forest, *Becoming a Teacher* 10th Edition
- Klug, Beverly (2012). *Standing together*. Roman and Littlefield Education
- Gallup, Rath, Tom (2016). *Strengths Finder*. Gallup Press

Course Content:

- A. A history of Anishinaabe and American
- B. Education in the United States.
- C. Integration of culturally relevant pedagogy in an era of high stakes accountability.
- D. Effective teaching, personal characteristics, educational experience, pedagogical knowledge, and school contexts.
- E. Student Learning: motivation, self-esteem, theories, learning environment.
- F. How teachers organize and teach: explore curriculum, planning and preparing, organize classrooms structures and routines.
- G. Teach effectively: pedagogy, manage, resources, meeting diverse student needs, knowledgeable and responsible students, parents and caregiver partnerships.



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- H. The teaching profession: professional and cultural dimensions, equity, ethics and legal issues, teacher standards and the Minnesota requirements for teaching.
- I. Participate in professional organizations, in the field of early childhood and/or elementary education.

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.

Disabilities Notice

Fond du Lac Tribal & Community College is committed to providing equitable access to learning opportunities for all students. Under the Americans with Disabilities Act and Section 504 of the Rehab Act, Fond du Lac Tribal & Community College provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements must first complete an intake form and necessary requirements with Nancy Olsen, Disability Services coordinator, to establish an accommodation plan. She can be reached at nancy.olsen@fdltcc.edu or 218-879-0819.

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 Anita Hanson, Dean of Student Services, at 218-879-0805 or anita.hanson@fdltcc.edu.



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Outcomes and Assessments

Learning Outcomes

1. Recall relevant information pertaining to the different philosophy foundation approaches (western and Indigenous) in education by discussing the different theories in small and large groups
2. Construct meaning from the many different theories, research, and curriculum about education throughout the centuries and writing a Philosophy of Education paper
3. Recognize the paradigm shift in the approaches of education relating to both the western and Indigenous perspectives of education by responding to discussions about history relating to Western and Anishinaabe Education.
4. Understand (recognize) and be aware of the MN Board of teaching standards for educators by: reviewing the basic development and implementation of lesson plans, and participate in a classroom setting.
5. Explain/reflect on the value and benefits of joining a professional organization in the field of early childhood, family education, or k-6 education.
6. Create a list of local/community resources (including Ojibwe/Anishinaabe community), as well as human resources, that will be available to assist with cultural, historical, social, and political purposes for references in the classroom.
7. Create the beginning phase of the portfolio for the Education program by writing their autobiography and teaching philosophy.

Cultural Standards*: listed at the end of the syllabus

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

Cultural Standard (must meet 3)	Learning Outcomes that Align to Cultural Standards (2 for each standard) The student will:	Assessment
<p>1. GIKENDAASOWIN <i>Knowing knowledge</i> To prepare our students to be problem solvers who strive for continuous learning and growth.</p> <p><u>Outcome:</u> Content/Pedagogical Knowledge and Technology Integration To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to an Ojibwe-Anishinaabe way of</p>	<p>Create the beginning phase of the portfolio for the Education program by writing their autobiography</p> <p>Students will write a personal educational journey into the educational program. Students will introduce themselves with videography in preparation of the education program.</p> <p>1. The reflective paper of the educational journey and to</p>	<p>1. The reflective educational journey paper reflects the importance of school experiences, relationships with important people that have influence along the way, and the collection of experiences that may have enhanced or hindered knowledge to become a critical thinker for the educational process.</p>



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<p>knowing.</p>	<p>critically reflect on the experiences as a student and how those experiences may impact them both positively and negatively as future teachers, and how to prepare for the classroom experience.</p> <p>2. Understand the use of technology by using a video source (Kaltura/MediaSpace or YouTube) to introduce themselves in a video and learn the process of videography for the classroom as a tool for the future. This will include FDLTCC the seven (7) cultural standards.</p>	<p>2.The beginning use of videography allows for personal introductions and to engage students to K-6 classrooms community of learners for the future. The process of a 30-second video (using YouTube or Kaltura, or other programs) is inclusive of name, course participation, and attendance as a student at FDLTCC and inclusive naming the seven cultural standards for this course.</p>
<p>3. ZOONGIDE'EWIN <i>Strong hearted:</i> To provide a foundation on which we build and strengthen each student's resilience, innovation, and passion.</p> <p><u>Outcome:</u> Transformational Leadership To increase the teachers' leadership capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.</p>	<p>Understand and recognize the MN PELSB standards for K-6 classrooms by:</p> <ul style="list-style-type: none"> • reviewing the website: Academic Standards (K-12) (mn.gov) , • introducing the basic development and implementation of a culturally inclusive lesson plan, <p>Students will participate in a cultural classroom experience and write about the practice of using the standards in a classroom. Students will also complete demographic survey and who is within the classroom and connecting the standards, lesson plans and demographics of participating K-6 students.</p> <p>Explain/reflect on the value and benefits of joining a professional organization in the field of early childhood, family education, or k-6 education.</p> <p>1.The students will review different organizations and join a professional organization to be provided with insurance benefits while attending field experience.</p>	<p>1. Students will participate in a cultural classroom experience after reviewing PELSB standards for K-6 learners. They will pre and reviewing lesson plan that provides the content standards inclusive of the Anishinaabe ways of knowing, and to become aware of how to embed culture into the learning and lesson plan process.</p> <p>2.Reflection paper of the diverse and Indigenous classroom setting and experience in the classroom as a helper and inclusive of native students and the lessons being taught.</p> <p>1. Join a professional organization and provides the benefits of the experience as an example: students classroom experience is covered by insurance while in field experience.</p> <p>1. Produce a personal database of local/community resources (including Ojibwe/Anishinaabe community), as well as human</p>



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	<p>Create a list of local/community resources (including Ojibwe/Anishinaabe community), as well as human resources, that will be available to assist with cultural, historical, social, and political purposes for references in the classroom.</p>	<p>resource list that will continually be added throughout your career.</p>
<p>4. AANGWAAMIZIWIN <i>Diligence and caution</i> To develop a student’s capacity to proceed carefully, after identifying, discussing, and reflecting on ethical dimensions of political, social, and personal life.</p> <p><u>Outcome:</u> Ethical Practitioner To develop teachers’ capacity to be ethically responsive in respecting their role as an educator and to the community.</p>	<p>Construct meaning from the many different theories, research, about curriculum and educational philosophies throughout the centuries and writing an educational philosophy paper. 1. Read the text <i>Becoming a Teacher and Standing together</i> to understand the historical foundations of education, as well as philosophical foundations that includes indigenous ways of knowing. Based on this information, students will establish a viewpoint of a personal educational philosophy. 2. Attend a school board meeting to understand the responsibility as a community member for politically, socially, and moral responsibilities for the future of the students and the community. 3. Using a variety of resources (professional journals, YouTubes, books, etc.) students will develop an educational philosophy. Respond by writing an educational philosophy paper that reflects on the responsibility as an educators’ role on ethical, political, and social roles as a community member.</p>	<p>The Educational Philosophy Paper Using a variety of resources (professional journals, YouTubes, books, etc.) students will develop an educational philosophy that may include an indigenous way of knowing. By writing a three-four-page paper, citing references with this view.</p> <p>1. The Response School Board paper identifies the ethical, political, social, and personal reflection of the responsibility as an educator to the community.</p> <p>2. Educational Philosophy Paper Using a variety of resources (professional journals, YouTubes, books, etc.) students will develop an educational philosophy that may include an indigenous way of knowing. By writing a three-four-page paper, citing references with this view.</p>
<p>5. DEBWEWIN <i>Honesty and integrity</i> Encourage students to develop a deeper appreciate their own worldview and the worldview of others.</p> <p><u>Outcome:</u> Assessment and Use of Data</p>	<p>Recall relevant information pertaining to the different philosophy foundation approaches (western and Indigenous) in education by discussing the different theories in small and large groups</p> <p>Read: Review the MN supply and demand report and use the data to</p>	<p>Midterm exam will assess knowledge of contributions and lifestyles of various racial, cultural, and economic groups that affect Minnesota students and teachers today.</p>



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<p>To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.</p>	<p>discuss in small groups:</p> <ol style="list-style-type: none"> 1. Identify the racial, cultural, and economic regions and needs of teachers and students. 2. Review graphs from the different economic regions by using the MN 2019 Supply and Demand report to learn about the different communities and their lifestyles and contributions. 3. Discuss the present-day concerns that will affect students today. 	
<p>6. ZAAGI' IDIWIN <i>Loving and Caring</i></p> <p>To encourage the development of healthy, caring relationships built on respect for all.</p> <p><u>Outcome:</u> Diversity and Dispositions</p> <p>Promote teachers' acceptance and respect for the diversity within their school, community, and environment.</p>	<p>Recognize the paradigm shift in the approaches of education relating to both the western and Indigenous perspectives of education by responding to discussions about history relating to Western and Anishinaabe Education</p> <p>Model 5: Historical foundations: Review: The historical education timelines</p> <ol style="list-style-type: none"> 1. Review <i>Standing Together</i> educational timelines to connect the cultural content, concepts, and world view to the Minnesota based American Indian tribal government, history, language, and culture. 2. Discuss the missing agendas in the regular classroom curriculum of Minnesota-based American Indian tribal government, history, language, and culture. 3. Review books/curriculum related to Minnesota-based American Indian tribal government, history, language, and culture from classrooms and discuss in small groups. 4. Groups will review the cultural contents of today and compare/contrast the historical past inaccuracy and broken promises. 5. Review the world view content (culture) standards in MN and establish value of implementing culturally responsive education. 6. Review Tribal journals to discuss and establish the accuracy 	<p>Checklist of current curriculum that includes cultural content, world view, and concepts that connect Minnesota-based American Indian Tribal government, history, language, and culture.</p> <p>Midterm exam will assess knowledge of MN standards at all levels that contains cultural content, world view, and concepts affecting Minnesota based American Indian tribal government, history, language, and culture. Will also include the five components of a culturally responsive classroom.</p>



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of up to date information that has transitioned Minnesota Based American Indian tribal governments, history, language and culture into culturally responsive classrooms units for learning.

7. Introduce components of a culturally responsive classroom from Module 7.

Large group discussion: the importance of a change in pedagogy of teaching to a Culturally responsive classroom that incorporates the five components:

a) Native language: Seek to learn the local language and heritage of students, begin using native language/ words in the classroom

b) Content: literature is reflective of the students within the classroom

c) Context (in the place-environment): local environment and community resources are naturally relevant to utilize example: (Ojibwe and maple syrup and)

d) Family & Community: recognize cultural differences as positive worldly approaches and utilize community people as resources.

e) Assessment: Recognize the validity of the local native knowledge system and utilize within classroom (ex: conversation and narratives vs. tests)

2. Participate in a culturally responsive classroom experience to promote healthy caring relationships, diversity and respect for all within the environment of the school and community.

Students will respond by writing a paper about the experience in the classroom. This will include a connection to the students, an observation form and the demographic for that identifies



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	<p>who is within the community of learners, and how the technology and learners acceptance of the new learning environment has become a part of the new norm.</p>	
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Minnesota Professional Education License and Standards Board Standards (MN PELSB)** listed at the end of the syllabus.

MN PELSB SEP Standard	8710.2000 Standards of Effective Practice	Assignment & Assessment:	How does this show students will meet the standard? Based on the assignments and assessments, the student will:	FDLTCC Learning Outcomes	Cultural Standard
Subpart 3. Standard 2, student learning.	3D. <u>use</u> a student's strengths as a basis for growth, and a student's errors as opportunities for learning.	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 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.	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.	Recognize the concept of addressing the needs of the whole learner by introducing a student lead project.	ZOONGI DE'EWIN Strong hearted:
4.D	understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism.	1. Read and discuss <i>Chapter 5, The Savage within, in Standing together</i> to introduce the dehumanizing biases, discrimination and prejudices at the institutional and personal levels.	Discussion: Large group discussions identify which top five talents are related to them personally, and then recognize who in the group has the same talents. Students will talk about why it is most important to recognize the strengths, and how to build on them.	Recognize the paradigm shift in the approaches of education relating to both the western and Indigenous perspectives of education by responding to discussions	6. ZAAGI' IDIWIN Loving and Caring



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		<p>2. Students will take the Strengths Finder Survey as an outside assignment, to discover personal talents. They will come to class with a printed copy of these talents and review as a whole group and discuss the importance of knowing your strengths and how they will be helpful for future resume writing as well as introducing yourself.</p> <p>3. Assignment: Watch videos (Ted Talks) that address biases, discrimination, prejudices, racism, sexism and discuss in small groups. Students break into groups of four and review videos: respond to members in the group to discuss biases, discrimination, prejudices, racism, sexism</p> <p>https://www.bing.com/videos/search?q=equity+vs.+equality&docid=608036072240316572&mid=A649AE21FC60EE8B7295A649AE21FC60EE8B7295&view=detail&FORM=VIRE</p> <p>Gender equity:</p> <p>Michael Kimmel: Why gender equality is good for everyone — men included TED Talk</p>	<p>This will lead to discussions of our own biases, discriminations, and prejudices. The student begins to see that recognizing the strengths is going to be an intrinsic motivator, and then to discuss how this affects students in a K-6 setting. It builds on recognizing the intrinsic motivators that will encourage students in a classroom. Utilize these strengths to talk about yourself in writing your autobiography to talk about personal intrinsic motivators.</p> <p>Discussions in small groups include understanding how to recognize dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism and how to deal with them by identifying ways to reshape the future of bias discrimination, prejudice personal and institutional levels to change the narrative by responding with the components of social justice. (Modules 2 & 12)</p> <p>Response to in class discussion to the different incorporates ways to social justice into the K-6</p>	<p>about history relating to Western and Anishinaabe Education</p>	
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		<p>Transgender:</p> <p>Lee Mokobe: A powerful poem about what it feels like to be transgender TED Talk</p> <p>LGBTQ spectrum:</p> <p>iO Tillett Wright: Fifty shades of gay TED Talk</p>	<p>curriculum as a whole group. (Module 9)</p> <p>Students will be recognizing and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism in the K-6 Classroom.</p>		
4.E.	<p>understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.</p>	<p>Understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values by reviewing and Introduce the TC to the five components of a culturally responsive classroom (Attachment A)</p> <p>The TC will complete the Rubric of their knowledge of the five areas of a culturally responsive classroom. The TC will be asked to review the video. Introduce the Cultural video of the ice fishing experience as a cultural activity for a classroom experience.</p> <p>Video:</p> <p>The TC will review a local cultural activity video presentation. For example: Anishinaabe-seasonal activity: ice fishing, ricing-fall, sugar bush-spring. The video demonstrates different components of learning experiences and a cultural activity. Students will be given a</p>	<p>The results of the Pre and Post assessment of a cultural experience. Demonstrate an experience with understanding culturally responsive classroom. The K-6 students will demonstrate knowledge of a student's learning in relation to language, culture, family, and community values through the drawings of their pictures and after viewing the Anishinaabe cultural activity a discussion about what influences experiences, talents and prior knowledge of the Ojibwe Language, culture, family and community values.</p>	<p>Recall relevant information pertaining to the different philosophy foundation approaches (western and Indigenous) in education by discussing the different theories in small and large groups</p>	<p>5. DEBWE WIN Honesty and integrity</p>



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		<p>pre-assessment about what students know about the cultural activity and then a post assessment about what they have learned about the cultural activity.</p> <p>A discussion with K-6 learners includes this type of cultural and family/community experiences. Ask the students to draw one experience that the family/community do together.</p> <p>Then show the video of the ice fishing experience.</p> <p>The K-6 learner will view and discuss if they have ever experienced this type of a cultural experience. And how this is considered a cultural experience of the Ojibwe people today. This will lead into a culturally responsive discussions about the importance of knowing what your family and community do, and the experiences might be a different experience. Students will then draw another picture of their own culture experience that they do with their family or community. After reviewing both drawing's students will talk about why it is important to include family/community in their learning.</p>			
4.F.	understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;	<p>Module 6 Addressing individual needs and State of MN standards: Power Point:</p>	Midterm exam will assess knowledge of contributions and lifestyles of various racial, cultural, and economic groups that	Recall relevant information pertaining to the different philosophy foundation	5. DEBWE WIN Honesty and integrity



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		<p>The introduction of the Power Point on Supply and demand will lead the discussions and identify the racial, cultural, and economic regions and needs of students, and teachers.</p> <p>Review graphs from the different economic regions by using the MN 2019 Supply and Demand report to discuss the different communities and their lifestyles and contributions.</p> <p>Discuss in a large group. The present-day concerns about lifestyle and contributions of the various racial, cultural, and economic groups in that will affect students today in a large group discussion.</p>	<p>affect MN students and teachers today.</p>	<p>approaches (western and Indigenous) in education by discussing the different theories in small and large groups</p>	
4.G.	<p>understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;</p>	<p>1. Review <i>Standing Together</i> educational timelines to connect the cultural content, concepts, and world view to the Minnesota based American Indian tribal government, history, language and culture.</p> <p>2. Discuss the missing agendas in the regular classroom curriculum of Minnesota-based American Indian tribal government, history, language, and culture.</p> <p>3. Review books/curriculum related to Minnesota-based American Indian tribal government, history, language, and culture</p>	<p>Checklist of current curriculum that includes cultural content, world view, and concepts that connect MN-based American Indian Tribal government, history, language, and culture.</p> <p>Midterm exam will assess knowledge of MN standards at all levels that contains cultural content, world view, and concepts affecting Minnesota based American Indian tribal government, history, language and culture. Will also include the five components of a culturally responsive classroom.</p>	<p>Recognize the paradigm shift in the approaches of education relating to both the western and Indigenous perspectives of education by responding to discussions about history relating to Western and Anishinaabe Education</p>	<p>6. ZAAGI' IDIWIN <i>Loving and Caring</i></p>



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		<p>from classrooms and discuss in small groups.</p> <p>4. Groups will review the cultural contents of today and compare/contrast the historical past inaccuracy and broken promises.</p> <p>5. Review the world view content (culture) standards in MN and establish value of implementing culturally responsive education.</p> <p>6. Review Tribal journals to discuss and establish the accuracy of up-to-date information that has transitioned Minnesota Based American Indian tribal governments, history, language and culture into culturally responsive classrooms units for learning.</p> <p>7. Introduce components of a culturally responsive classroom as listed in Module 7.</p>			
6.A.	<p>understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.</p>	<p>1. Read the required texts: <i>Becoming a Teacher and Standing Together</i> and discuss in small groups to distinguish the different sciences of psychology (well-being, self-awareness, positive psychology, strengths, etc.), anthropology (cultural and historical epistemologies) and sociology (relationships, culture, and institutions).</p> <p>2. Compare and contrast scenarios that incorporates the different motivational (intrinsic and extrinsic)</p>	<p>Discuss the desired results of motivational behaviors from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;</p> <p>A written paper about the experience in a culturally responsive classroom. This includes the demographic and cultural experience of the different sciences of psychology, anthropology, and sociology from the view of a K-6 future teacher.</p>	<p>Recognize the paradigm shift in the approaches of education relating to both the western and Indigenous perspectives of education by responding to discussions about history relating to Western and Anishinaabe Education</p>	<p>6. ZAAGI' IDIWIN Loving and Caring</p>



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		<p>strategies and what connection there will be towards the desired behaviors by reviewing each of the texts and check for differences in psychology, anthropology, and sociology.</p> <p>3. Participate in a culturally responsive classroom experience. Students will return with a demographic survey of an observation of some motivational and behavior experiences that represent the sciences of psychology, anthropology and sociology in this type of a setting.</p> <p>4. Students will write a response to this experience.</p>	<p>Observation of MN academic standards is included of the summary in the classroom experience.</p>		
10.A.	<p>understand the historical and philosophical foundations of education;</p>	<p>1. Read the text <i>Becoming a Teacher and Standing Together</i> in order to understand the historical foundations of education, as well as philosophical foundations that includes indigenous ways of knowing. Based on this information, students will establish a viewpoint of a personal educational philosophy.</p> <p>2. Using a variety of resources (professional journals, YouTube, books, etc.) students will develop an educational philosophy. Respond by writing an educational philosophy paper that reflects on the responsibility as an educators' role on</p>	<p>1. Using a variety of resources (professional journals, YouTube, books, etc.) students have developed an educational philosophy that is inclusive of indigenous ways of knowing. Students will also establish a viewpoint of personal educational philosophy by writing a three-four-page paper, citing references with this view.</p>	<p>Construct meaning from the many different theories, research, about curriculum and educational philosophies throughout the centuries and writing an educational philosophy paper.</p>	<p>4. AANGW AAMIZI WIN Diligence and caution</p>



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		ethical, political, and social roles as a community member.			
10.D.	know major areas of research on teaching and resources available for professional development;	Read and Review educational journals, professional organizations including, NEA, NAYEC, NIEA, etc., articles, books, and participate in a professional education organization. Participate in an Educational organization to receive major research on teaching and available sources.	Complete the Final exam that consists of major areas of research on teaching covered in this course (cultural competency, second language acquisition, equity gap, etc.) and resources for professional development discussed in class. Review the participation with the chosen educational organization in small group discussions.	Explain/reflect on the value and benefits of joining a professional organization in the field of early childhood, family education, or k-6 education	3. ZOONGI DE'EWIN Strong hearted:
10.K.	understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 ;	Classroom discussion to introduce the Code of Ethics for Minnesota Teachers and the importance of professional conduct in the school setting. Review and work in small groups to discuss Code of Ethics for Minnesota Teachers in part 8700.7500 , Participation in the observation of culturally responsive classroom experience will include preparation and discussion for this experience.	Complete the midterm/Final exam which includes the standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 .	Understand (recognize) and be aware of the MN Board of teaching standards for educators by: reviewing the basic development and implementation of lesson plans, and participate in a classroom setting.	3. ZOONGI DE'EWIN Strong hearted:
11.A.	understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;	1. Attend a school board meeting to understand the responsibility as a community member for politically, socially, and moral responsibilities for the future of the students and the community. 2. Write a response paper to this event.	A written response to the school board identifies attendance at a local school board meeting, reflecting on the community commitment to education.	5.Explain/reflect on the value and benefits of joining a professional organization in the field of early childhood, family education, or k-6 education.	4. AANGW AAMIZI WIN <i>Diligence and caution</i>



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Course Requirements & Assessment descriptions:

- For all course work, it is to be expected to be at a professional level (writing style, grammar, mechanics, etc.). If it is not at a professional level the instructor may choose to return it to the student to be revised and resubmit. See attached rubrics for this.
- Attendance affects classroom participation, which consists of discussion on-line, zoom attendance, and group work in zoom, or in class if it resumes for classroom.
- The FDLTCC Values describe the classroom management
- Discussions are required during Prek-6 classroom observations with the classroom teachers.
- Participate in a Prek-6th grade classroom and a school board meeting (12 Hours in a class +3 hrs school board). (4 wks- 1 Friday a wk. 2 hrs a day)
- **Plagiarism**
 - Plagiarism, or presenting the writing of another as your own (a.k.a. “copying”), results in an F for this course and is subject to any other disciplinary actions mandated by this institution and the Minnesota State system.

Requirements and Points:

Requirements	Points and	<u>Due Date</u>
1. Where I am from Poem-	10	9/2/22
2. Strengths Finder-	10	9/9/22
3. Edubiography-Educational journey (3-4 pgs)	20	9/16/22
4. Classroom discussions/participation: Total: (12)	120	Weekly
5. Philosophy of Education paper 3 pages First draft due-10/28/22	50	11/18/22
6. Observation of school board Mtg. (3 hrs FE) /Paper (25 +10pts)	35	11/10/22
7. Field Experience (FE) in a culturally responsive Prek-6 Classroom (12 hrs.FE) (80) Response Journal Paper (20)	100	12/2/22
8. Midterm	40	9/30/22
9. Final-Presentation	80	12/9/22
10. Final-Kahoot	20	12/16/22
Total	<u>485</u>	



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*10. Tool Box Teacher resources: If needed Extra Credit
Strengths finder 10 pts.*

Grade	%	Points
A	100-90	436-485
B	89-80	388-435
C	79-70	339-387
D	69-60	291-338

Course Schedule: Please attach the course schedule/outline

Week- Friday	Date of class	Class Activity-Topic	Assignment:
Module 1: Who am I	8/26	<ul style="list-style-type: none"> Syllabus & Class Business: Review FDLTCC values <ul style="list-style-type: none"> Sign all paperwork (background check) Discuss Edu biography Extra credit Introduce “Where I am from.” Introduce different educational organizations. Sign up form Introduce visitor Val tanner 	Review the discussion area. Respond to the one question. Discussion ” Where I am from” Response poem due next week. Read for next week: <ul style="list-style-type: none"> BaT RD Chpt 1 Standing together chpt 9 Binder information-extra credit
Module 2 Teaching your Chosen profession and Who speaks for the Native American	9/2	<ul style="list-style-type: none"> Small group discussion “Where I am from” Discussion Where I am from Response Paper. Ted Talk “Passion for Teaching & Grit “ Edu biography discussion Strengths’ Finder assigned Visitor/Principal Val Tanner sign up for background checks and dates for the classroom. 	small group work-Poem presented Edu biography assigned Discussions Read for next week: <ul style="list-style-type: none"> BaT Chpt 2-3 ST-Chpt 4 Assign School Board Mtg times. Must attend a school board mtg.
Module 3: Today’s Teachers /Today’s Schools Ethical and legal issues in the US	9/9	<ul style="list-style-type: none"> What is teaching? Small-Group discussion (2): acculturation Strength Finder and knowing how to use- your strengths. Lead into the discussion of your philosophy. 	-work as a group-assign group role for discussion of Supply and demand and Code of Ethics, and mandatory reporting -Discuss Strengths finder results Video-Kultura Read: <ul style="list-style-type: none"> BaT Rd Chpt 4



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			<ul style="list-style-type: none"> • ST-Ch 10 •
<p>Module 4 Creating a Community of Learners</p> <p>Intro to the classrooms and culturally responsive education.</p>	9/16	<p>Prep for the classroom Intro of self to the classroom Pow Wow at FDL in the afternoon Oct. 7th</p> <p>Tara Grave visits for background and insurance information.</p> <p>Discussions for the classroom and paperwork.</p> <p>Pre teaching discussions Review of the Power Point:</p> <ul style="list-style-type: none"> • Creating a community of learners. Community responsibilities Code of Ethics, Mandatory Reporting: Discussion <p>& Culturally Responsive Teaching</p> <p>a) Native language: Seek to learn the local language and heritage of students, begin using native language/ words in the classroom</p> <p>b) Content: literature is reflective of the students within the classroom</p> <p>c) Context (in the place-environment): local environment and community resources are naturally relevant to utilize example: (Ojibwe and maple syrup and)</p> <p>d) Family & Community: recognize cultural differences as positive worldly approaches and utilize community people as resources.</p> <p>e) Assessment: Recognize the validity of the local native knowledge system and utilize within classroom</p>	<p>Respond in group discussions and discussion questions in D2L.</p> <p>To different forms to complete while in the classroom:</p> <ol style="list-style-type: none"> 1) Demographics of the class. (1st initial classroom field experience). 2) Agency of a child (2nd and 3rd experience)
<p>Module 5 Philosophy of Education</p>	9/22	<ul style="list-style-type: none"> • Review the different philosophy of Educations 	<p>Read</p> <ul style="list-style-type: none"> • BaT Rd Chpt 5 ▪ St 1



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		<ul style="list-style-type: none"> Identify and self-assess with Culturally responsive Educators and dispositions <p>Pow Wow at FDL in the afternoon</p> <p>teaching discussions</p> <p>Review of the Power Point:</p> <ul style="list-style-type: none"> English Language Learners: Small group jigsaw: Students will be given the <i>Funds of Knowledge-Beyond</i>, Beads and Feathers approach excerpts and divide into three groups. Each group will discuss the scenarios and respond back to the larger group the different approaches of ELL/bilingual education and understand the importance of the students' home environment matters in the school system. 	<p>Read ST-Chpt 6</p> <p>Respond in group discussions and discussion questions in D2L.</p>
	10/14	<ul style="list-style-type: none"> In the classroom 	
Module 8 Historical Foundations	10/28	<ul style="list-style-type: none"> Review PP History of education Different schools: charter, immersion, Waldorf, public, private, tribal. Kamahema Schools Policy for American Indians 	<p>Read</p> <ul style="list-style-type: none"> BaT Chpt 8 ST Chpt 8 <p>Assignment Philosophy of Education paper (3-4 pgs).</p>
Module 9 Addressing individual needs and State of MN standards	11/04	<ul style="list-style-type: none"> Intro of lesson plans Introduction of MN Standards (on-line and small group) Understanding levels in the classroom standards <ul style="list-style-type: none"> Explanation of Driver's license process Meeting needs of diverse learners/Developing knowledge, caring, responsible students Review the MN Supply and demand report, 	<ul style="list-style-type: none"> BaT Chpt 10 & 12 ST-Chpt 7 Culture Responsive Education BaT Chpt 9 & Chpt 11 Native Youth Report <p>Discussions Respond in discussions</p>



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		<ul style="list-style-type: none"> ○ Students will be given examples of the different regions in MN and discuss how this will affect the future of teachers. 	
Module 10: Authentic assessment	10/14		Journal Respond to discussion
	10/21-22	No school-FDL open	
	10/28	In the classroom	Journal Respond to discussion
Module 11 Classroom Management	11/04	<ul style="list-style-type: none"> • Classroom management/Using resources • Develop your classroom. • Digital Learners: Vignettes of Intrinsic and extrinsic of motivational behaviors: Early Edu alliance 	Review MN reports meeting AYP Early Edu alliance videos
	11/11	No school	
Module 12 Governance and Finance Ethical and legal issues in the US	11/18	<ul style="list-style-type: none"> • Parental involvement • School aboard • Community responsibilities Code of Ethics, Mandatory Reporting: Discussion • c. Equity/Ethics and legal issues 	Read BaT chapt 7 &13 Choose the current event for next week. Discussions
Holiday break	11/26	No class	
Module 13 Becoming a teacher	12/2	<ul style="list-style-type: none"> a. The Teaching Profession: School Culture b. A star Teacher b. Discussion of School board mtgs. 	Read <ul style="list-style-type: none"> • ST-chpt 12/13
Module 14 A star teacher	12/9	Reviewing dispositions- Presentations	
	12/16	Presentation-final	Final

Conceptual Framework

Vision

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

Mission



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

GIKENDAASOWIN – Knowing Knowledge

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

Disposition: [Integrates Content and Pedagogical Knowledge](#)

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

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

Professional Outcome: [Content and Pedagogical Knowledge](#)

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

GWAYAKWAADIZIWIN – Living a Balanced Way

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

Disposition: [Communication and Collaboration](#)

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

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



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Professional Outcome: **Community and Collaboration**

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

ZOONGIDE'EWIN – Strong Hearted

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

Disposition: **Vision and Leadership**

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

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

Professional Outcome: **Transformational Leadership**

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

AANGWAAMIZIWIN – Diligence and Caution

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

Disposition: **Ethical Behavior**

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

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



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Disposition: Data-Informed Practice

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

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

Professional Outcome: Assessment and Use of Data

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

ZAAGI' IDIWIN – Loving and Caring

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

Disposition: Equity, Social Justice, and Inclusion

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

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



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

Professional Outcome: Generation of New Knowledge

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

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

SEP: 8710.2000 Standards of Effective Practice for Teachers

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

3D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

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

4C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;

4D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

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

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

4G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

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

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

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

10A. understand the historical and philosophical foundations of education;

10D. know major areas of research on teaching and of resources available for professional development;



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10K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8700.7500](http://www.mn.gov/education/8700.7500);

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

11A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

8710.3100 TEACHERS OF EARLY CHILDHOOD EDUCATION

A. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:

- (1) the research base for and the best practices of early childhood education;
- (6) that children are best understood in the contexts of family, culture, and society.

J. A teacher of young children establishes and maintains positive, collaborative relationships with families. The teacher must understand:

- (1) the need to respect families' choices and goals for their children and the need to communicate with families about curriculum and their children's progress;
- (2) the need to be sensitive to differences in family structures and social and cultural backgrounds.

L. A teacher of young children understands the historical and contemporary development of early childhood education. The teacher must understand:

- (1) the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice; and
- (2) the effects of societal conditions on children and families, and current issues and trends, legal issues, and legislation, and other public policies affecting children, families, and programs for young children and the early childhood profession



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Reference List:

Early Edu Alliance Library: Videos

Hill-Jackson, Valerie, Hartlep Nicholas D. Stafford, Delia, (2019). What Makes a Star Teacher. ASCD Alexandria Virginia

Klug, Beverly (2012). Standing together. Roman and Littlefield Education, Lanham, Maryland,

Parkay, Forest,(2010). Becoming a Teacher 8th Edition, 2010, Pearson Merrill, Columbus, Ohio

Reyhner, John, Jeanne Eder. (2004). American Indian Education A History. University of Oklahoma Press, Norman Publishing Division

González, Norma, Moll, Luis C., Amanti, Cathi. *Funds of Knowledge (2005)*. Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey

Strengths Finder, Gallup

Unconscious bias: [Understanding unconscious bias - Bing video](#)

[Gender equity: Michael Kimmel: Why gender equality is good for everyone — men included | TED Talk](#)

[Transgender: Lee Mokobe: A powerful poem about what it feels like to be transgender | TED Talk](#)

[LGBTQ spectrum iO Tillett Wright: Fifty shades of gay | TED Talk](#)

Attachment A:

A Guide for Culture Based Education (Grounded, Blended or Rooted in our Own)

Dr. Walter Kahumoku III

8.2021



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- 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
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A.1. Content: Making Learning meaningful through culturally grounded content and assessment.

B.1. Context: In the place. Structuring school classroom and other learning environments in culturally appropriate ways.

C.1. Family & Community: Actively involves family community throughout the curriculum/unit and everyday learning.

D.1. Language: Recognizes or uses Native or heritage language.

E.5. Assessment: Gathering and maintaining methods to ensure student progress in culturally appropriate ways.

Attachment B

Ripple Effect Assessment:



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Name of interviewer: _____

Name of interviewee: _____

Date: _____

1. Who do you notice is in your picture of this cultural experience? What did you learn during this experience?

2. What was something new you learned about in the video that you did not know before? Would you like to participate in this type of experience for your outdoor classroom environment?

3. What would you like to do as a part of your own cultural experience with your family or community?

4. Share with a partner.