



**Anishinaabe and American
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COURSE: EDU/CDEV 1210

Name: Sara Montgomery

Course Title: Child Growth and Development

MTC Goal Area: _____

Credits: 3 **Pre-requisites:** _____ **Co-requisites:** _____

Course Description

This course focuses on human development. It provides an overview of development from conception through adulthood, examining the patterns and theories of human development. Content will include physical, intellectual, and social-emotional development with emphasis given to the periods of early childhood through late childhood. Knowledge of developmental stages will be integrated with developmentally appropriate practices in education and care settings. This course requires Early Child Development students to spend fifteen (15) hours at a licensed childcare/education setting. Elementary Education students complete five (5) hours of field experience.

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

T. McDevitt, J. Ormrod, Child Development and Education, 7th edition with My Lab Access

Course Content:

- A. Examine physical and cognitive development in infancy, early/middle childhood, adolescence and adulthood
- B. Examine social and personality development from in infancy, early/middle childhood through adulthood
- C. Examine prenatal influences on development
- D. Identify observation and recording methods
- E. Examine child and adult temperament/personality types
- F. Examine ways temperament may influence development
- G. Examine historical context of development, research, and education
- H. Examine effects of trauma on development
- I. Explore collaboration with families and caregivers to enhance learning for children



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Outcomes and Assessments

Learning Outcomes

1. Examine history of education and how the field is affected by worldwide social, research, and educational trends.
2. Observe and document typical and atypical child development from conception through adolescence to identify and implement appropriate learning activities.
3. Identify resources for children with atypical development.
4. Understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.
5. Understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions.
6. Identify instruction appropriate to a student's stages of development and learning.

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.

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 Jesse Stirewalt, Director of Housing and Student Activities at 218-590-3345 or 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 strives to achieve. To help support our students in their educational journeys, FDLTCC uses a communication platform called North Star. Students can raise their hand 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.



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Cultural Standards:

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

Cultural Standard (must meet 3)	Learning Outcomes that Align to Cultural Standards (2 for each standard) The student will:	Cultural 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 knowing.</p>	<p>Examine history of education and how the field is affected by worldwide social, research, and educational trends.</p> <p>Identify resources for children with atypical development.</p>	<p>This learning outcome of examining history of education and how it is affected by worldwide social, research and educational trends will be addressed through the lens of historically who education was designed and the changes in intentions when considering Indigenous and other diverse communities. Students will also consider a critical lens when reviewing research, educational and social trends to question who is intended for, who was involved, what factors are not being considered and that correlation is not causation. This will all be included in the in- class lecture as well as understanding that any research, assessments should be utilized only to benefit the children in the classroom.</p> <p>Week 2: Read Chapter 1 on research and assessment. Quiz on Chapter Reading In class “What do you think?” Developmental Trends table</p> <p>Small Group Activity: What do you think? In this small group activity, students will consider things that they think about social trends and research in growth and development. Then, the group will have a discussion with a critical lens to question who was involved in that research, what interpretations can be made from other community lens and the factors that might not be</p>



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		<p>considered in that social trend or research. In particular the viewpoint of invisibility of Indigenous communities in that social trend and research sampling of normed studies will be examined.</p> <p>As the students consider the resources across domains for students with what is considered atypical development, they will learn to ask a consistent question of how we define typical across many community lenses including Indigenous communities. Then, as we consider resources that can be considered expanding the understanding to connect to Anishinaabe communities and the resources that are available.</p> <p>Week 9: Read Chapter 8 Quiz on Chapter Reading</p> <p>Video Exercises: Supporting language development and Supporting dual language development</p> <p>This week, students will learn also about Indigenous language revitalization methods and development such as immersion programs. Students will consider typical developmental trends for immersion language development in children.</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>Outcome: 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 how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.</p> <p>Understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions</p>	<p>Through each domain, students will develop an understanding that the physical, social, emotional, moral, and cognitive domains are developed and influenced by culture.</p> <p>Anishinaabe culture will be discussed in each lecture related to community orientation versus individual orientation and how development through these orientations are factored into instructional decisions, and how children internalize knowledge, acquire skills and develop thinking behaviors.</p>



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		<p>Week 12: Read Chapter 11 Quiz on Chapter Readings</p> <p>Lab: Intrinsic Motivation Observation with connections to characteristics, examples, and application of that knowledge</p> <p>Students will consider the orientation (individual or group) of the student in a cultural context when interpreting the intrinsic motivation and how that knowledge can be used to promote that child's acquisition of skills and internalized knowledge. Many Indigenous children come from a group or community orientation which can impact the intrinsic motivation and adjust teaching strategies and connections.</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>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>Observe and document typical and atypical child development from conception through adolescence to identify and implement appropriate learning activities.</p> <p>Identify instruction appropriate to a student's stages of development and learning.</p>	<p>Students will be exposed each week to videos or classroom experiences that allow the students to observe and document child development through the multiple cultural lens including Anishinaabe when considering typical and atypical development and identifying appropriate learning activities and instruction. Recognizing that many foundational theories in child development have not been centered in Indigenous communities or researched in Indigenous communities it raises an important place for local practices and supports for development and learning.</p> <p>Week 15: Peers, schools and Society.</p> <p>Lab: Observation on estimating social acceptance among peers. Matching characteristics to examples in the classroom. Expansion discussion to include how invisible narratives in curriculum or reflection in peers and schools according to Indigenous culture or people impacts social acceptance among peers and/or school environments.</p>



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		Students will consider how to provide local supports and practices for under- represented children.
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Minnesota Professional Education License and Standards Board Standards (MN PELSB)** listed at the end of the syllabus.

MN PEL SB SEP Standard	<i>8710.2000 Standards of Effective Practice</i>	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
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Subpart 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

3A	understand how students internalize. knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;	Week 2: Read Chapter 1 on research and assessment. Quiz on Chapter Reading In class “What do you think?” Developmental Trends table	Small Group Activity: What do you think? In this small group activity, students will consider things that they think about social trends and research in growth and development. Then, the group will have a discussion with a critical lens to question who was involved in that research, what interpretations can be made from other community lens and the factors that might not be considered in that	Understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.	ZOONGI DE'EWI N Strong hearted
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		<p>Week 5: Read Chapter 4 Quiz on Chapter Reading</p> <p>Lab: Fine Motor Skills Self portrait Scales of development</p> <p>Week 6: Read Chapter 5 Quiz on Chapter Reading</p> <p>Lab: Review Piaget's and Vygotsky's theories from the chapter and think about the theories when you observe students. In other words, you will want to look for Piaget's and Vygotsky's ideas in the classroom. After the observation, write examples of what you observed.</p>	<p>social trend or research. The viewpoint of invisibility of Indigenous communities in that social trend and research sampling of normed studies will be examined.</p> <p>Reading and the lecture on chapter 4 explores physical development to understand the different areas of physical development and instructional strategies on how to promote student learning. In the Fine motor skills lab, students will create self-portraits using their non-dominant foot or hand to connect to the difficulty create using fine motor skills that have not developed or been strengthen. Students will look at scales of fine motor skill development and make comparisons to their work and the work of children. This activity helps to internalize the knowledge about acquiring skills and the patience, understanding and practice that is required to promote student development and learning.</p> <p>The reading and lecture on chapter 5 Piaget and Vygotsky's theories will support understanding how children learn through socialization and experiences. These theories also support the understanding of stages of development in</p>	
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		<p>language development.</p> <p>Week 10: Read Chapter 9 Quiz on Chapter Readings</p> <p>Mylab: Videos on academic domains teaching strategies and questions.</p> <p>Week 12: Read Chapter 11 Quiz on Chapter Readings</p> <p>Lab: Intrinsic Motivation Observation with connections to characteristics, examples, and application of that knowledge.</p> <p>Week 13: Read Chapter 12 Quiz on Chapter Readings</p>	<p>the skills.</p> <p>Reading and lecture on chapter 8 language development to understand how students internalize knowledge, acquire skills, and develop thinking behaviors in language and communication.</p> <p>The video exercises will demonstrate the use of instructional strategies that promote student language and communication. Students will identify the strategies and supports that are provided for children to promote engagement and learning.</p> <p>Read and lecture participation on Chapter 9 Academic Domain. The Academic domain focuses on the understanding of how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning across academic domains.</p> <p>With the Mylab access to the videos that show the academic domain, students will view the videos and answer questions related to the strategies used to promote learning.</p>	
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		<p>MyLab: Video Examples and questions.</p>	<p>Read and participate in the lecture of chapter 11 Self and Social Understanding to learn how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student.</p> <p>The lab on Intrinsic Motivation will have the students observe for the elements and characteristics of a student's intrinsic motivation and to log the examples and how that knowledge can be used to promote that student to acquire skills and internalize knowledge.</p> <p>Students will consider the orientation (individual or group) of the student in a cultural context when interpreting the intrinsic motivation and how that knowledge can be used to promote that child's acquisition of skills and internalized knowledge. Many Indigenous children come from a group or community orientation which can impact the intrinsic motivation and adjust teaching strategies and connections teaching strategies across</p> <p>Read and participate in the lecture on Chapter 12 Self- Regulation and Motivation to understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how</p>	
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			<p>to use instructional strategies that promote student learning.</p> <p>Mylab video examples and questions will support students in understanding and connecting the use of instructional strategies to promote learning through self-regulation and motivation.</p>	
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			<p>Reading and lecture on chapter 8 language development to understand that a student's physical</p>	
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		<p>Week 9: Read Chapter 8 Quiz on Chapter Reading</p> <p>Video Exercises: Supporting language development and supporting dual language development</p> <p>As the students consider the resources across domains for students with what is considered atypical development, they will learn to ask a consistent question of how we define typical across many community lenses including Indigenous communities. Then, as we consider resources that can be considered expanding the understanding to connect to Anishinaabe communities and the resources that are available.</p>	<p>and social development influence learning and know how to address language and communication factors when making instructional decisions.</p> <p>The video exercises will demonstrate the <u>use of instructional strategies</u> that promote student language and communication. Students will identify the factors around physical and social development and how language and communication are considered when making instructional decisions.</p> <p>Read and lecture participation on Chapter 9 Academic Domain. The Academic domain focuses on the understanding that a student's physical, social, emotional, moral, and cognitive development influence learning and the knowledge of how to address these factors when making instructional decisions in the academic domain.</p> <p>With the Mylab access to the videos that show teaching strategies across the academic domain, students will view the videos and answer questions related to the understanding that a student's physical, social, emotional, moral, and cognitive development influence academic learning and know how to</p>		
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		<p>Week 10: Read Chapter 9 Quiz on Chapter Readings</p> <p>MyLab: Videos on academic domains teaching strategies and questions.</p> <p>Week 11: Read Chapter 10 Quiz on Chapter Readings</p> <p>Application of Erickson’s Theory worksheet</p> <p>Lab: Erickson’s Stages observation based on age group placed with and how the conflict seems to be showing up or not in that age group.</p>	<p>address these factors when making instructional decisions. Students being able to identify the practices is important to being able to build towards implementation of the practice.</p> <p>This week, students will learn also about Indigenous language revitalization methods and development such as immersion programs. Students will consider typical developmental trends for immersion language development in children.</p> <p>Read and participate in the lecture for Chapter 10 Emotional Development to <u>understand</u> that a student's emotional development influence learning and knowledge of how to address these factors when making instructional decisions.</p> <p>Students will engage Erickson’s theory to apply the theory across the stages on the worksheet and the lab will allow the students to identify the stages of emotional development to their observation group.</p> <p>Read and participate in the lecture of chapter 11 Self and Social Understanding to <u>understand</u> that a student's social development influence learning and know how to</p>		
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		<p>Week 12: Read Chapter 11 Quiz on Chapter Readings</p> <p>Lab: Intrinsic Motivation Observation with connections to characteristics, examples, and application of that knowledge</p> <p>Week 14: Read Chapter 14 Quiz on Chapter Readings</p> <p>Lab: Observe instances in which children use prosocial behavior towards one another and note whether the behaviors were motivated by adult influences.</p> <p>Week 15: Read Chapter 15 Quiz on Chapter Readings</p> <p>Lab: Observation on estimating social acceptance among peers. Matching characteristics to examples in the classroom.</p>	<p>address these <u>factors when making instructional decisions.</u></p> <p>.</p> <p>The lab on Intrinsic Motivation will have the students observe for the elements and characteristics of a student's intrinsic motivation and to log the examples and how that knowledge can be used to address the factors of social development and motivation when making instructional decisions.</p> <p>Read and participate in the lecture on chapter 14 Moral Development to understand that a student's moral development influence learning and learn how to address these factors when making instructional decisions.</p> <p>The lab will support students understanding how moral development can influence learning related to motivations behind prosocial behaviors and factors to address when making instructional decisions.</p> <p>Read and participate in the lecture on chapter 15 on Peers, Schools, and Society to understand that a student's social development influences learning and develop knowledge on how to address these factors when making instructional decisions. The lab supports understanding of social acceptance</p>		
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			and considering the characteristics and influences of that acceptance in their placements.		
3C	understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;	<p>Week 5: Read Chapter 4 Quiz on Chapter Reading</p> <p>Lab: Fine Motor Skills Self portrait Scales of development</p>	<p>Reading and the lecture on chapter 4 on physical development will provide a foundation for understanding physical development progressions, ranges of individual variations to be able to identify readiness in learning and how development in the physical domain can affect performance in other domains.</p> <p>The Fine Motor Lab deepens the understanding of the physical development in terms of progression of skills and individual variation based on ages, stages, abilities and muscle development to be able to identify levels of readiness and impact on other domains.</p>	Observe and document typical and atypical child development from conception through adolescence to identify and implement appropriate learning activities	DEBWE WIN Honesty and integrity
		<p>Week 6: Read Chapter 5 Quiz on Chapter Reading</p>	<p>The reading and lecture on chapter 5 Piaget and Vygotsky's theories will support understanding how children develop through cognitive and social development. These theories also support the understanding of developmental progressions of learners and ranges of individual variation within the social and cognitive domains.</p> <p>Students will be able to identify levels of readiness in learning based on children's developmental understanding.</p> <p>Read and participate in the</p>		



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		<p>Week 7: Read Chapter 6 Quiz on Chapter Reading</p> <p>Advertising for the Brain</p>	<p>lecture on chapter 6 cognitive development to support understanding of the cognitive domain and the developmental progressions of learners and ranges of individual variation within the cognitive domains. Students will be able to identify levels of readiness in learning and understand how development in the cognitive domain may affect performance in others.</p> <p>The Advertising for the Brain assignment each student will create a commercial on Flipgrid using understanding of the cognitive domain and how children internalize knowledge and acquire skills. This will also demonstrate how the cognitive domain and learning can be influenced by other domains to</p>		
		<p>Week 9: Read Chapter 8 Quiz on Chapter Reading</p> <p>Video Exercises: Supporting language development and supporting dual language development</p>	<p>promote higher engagement in learning and longer lasting memories of that learning.</p> <p>Reading and lecture on chapter 8 language development to understand developmental progressions of learners and ranges of individual variation within communication that impact social, emotional, and cognitive domains. Students will be able to identify levels of readiness in learning and understand how language development may affect performance in other domains.</p> <p>The video exercises will demonstrate the use of instructional strategies that</p>		



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		<p>Week 10: Read Chapter 9 Quiz on Chapter Readings Mylab: Videos on academic domains</p>	<p>promote student language and communication. Students will identify the strategies and supports that are provided for children while considering the child's readiness for different types of communication.</p> <p>Read and lecture participation on Chapter 9 Academic Domain to understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains. Students will be able to identify levels of readiness in learning and understand how development in any one domain may affect performance in others.</p>		
		<p>teaching strategies and questions.</p> <p>Week 11: Read Chapter 10 Quiz on Chapter Readings Application of Erickson's Theory worksheet Lab: Erickson's Stages observation based on age group placed with and how the conflict seems</p>	<p>With the Mylab access to the videos that show teaching strategies across the academic domain, students will view the videos and answer questions to identify levels of readiness for learning and development of learners in the academic domain.</p> <p>Read and participate in the lecture for Chapter 10 Emotional Development to understand developmental progressions of learners and ranges of individual variation within the emotional domain. Students will be able to identify levels of readiness in learning and understand how development in the emotional domain may affect performance in other</p>		



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		<p>to be showing up or not in that age group.</p>	<p>domains.</p> <p>Students will engage Erickson’s theory to apply the theory showing the range of emotional development on the worksheet and the lab will allow the students to identify the emotional development of their observation group.</p>		
		<p>Week 12: Read Chapter 11 Quiz on Chapter Readings</p> <p>Lab: Intrinsic Motivation Observation with connections to characteristics, examples and application of that knowledge.</p>	<p>Read and participate in the lecture of chapter 11 Self and Social Understanding to understand developmental progressions of learners and ranges of individual variation within the social domain. Students will be able to identify levels of readiness in learning related motivation and understand how development in the social domain may affect performance in others.</p> <p>The lab on Intrinsic Motivation will have the students observe for the elements and characteristics of a student’s intrinsic motivation and to log the examples and how that knowledge can be used to identify readiness and motivation for learning.</p>		
		<p>Week 13: Read Chapter 12 Quiz on Chapter Readings</p> <p>MyLab: Video Examples and questions</p>	<p>Read and participate in the lecture on Chapter 12 Self-Regulation and Motivation to understand developmental progressions of learners and ranges of individual variation within self - regulation and motivation (Social Domain) and to identify levels of readiness in learning and understand how development in any the social domain related to</p>		



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		<p>acceptance among peers. Matching characteristics to examples in the classroom.</p>	<p>domain and to understand how development in the social domain may affect performance in other domains. The lab supports understanding of social acceptance and considering the characteristics and influences of that acceptance in their placements. Students will identify levels of social acceptance and relate it to readiness in learning. Expansion discussion to include how invisible narratives in curriculum or reflection in peers and schools according to Indigenous culture or people impacts social acceptance among peers and/or school environments. Students will consider how to provide local supports and practices for under-represented children.</p>		
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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.

4A	<p>understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning</p>	<p>Week 8: Read Chapter 7 Quiz on Chapter Reading</p> <p>Lab: Consider the many ways that intelligence can be measured and expressed in the classroom. What methods of measuring and expressing intelligence are being considered in the classroom you observe? What method of considering intelligence would</p>	<p>Understanding the differences in approaches based on varied understandings related to multiple intelligences through readings, lectures and lab connections that allow students to connect understanding of intelligences to instruction.</p>	<p>Identify instruction appropriate to a student's stages of development and learning</p>	<p>DEB WE WIN <i>Honesty and integrity</i></p>
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			<p>Motivation will have the students observe for the elements and characteristics of a student's intrinsic motivation and to log the examples of what it looks like in the classroom. The students will use that connection to design applications of interaction with the child's strengths and motivation as the basis for their continued learning.</p>	
<p>4J</p>	<p>know about community and cultural norms</p>	<p>Week 3: Read Chapter 2 Quiz on Chapter Reading</p> <p>In class scenario practice and role play surrounding communication with families from various cultural backgrounds.</p> <p>Lab: As you observe at your site, notice what kinds of things that your site does to create a family friendly atmosphere? Are there suggestions for other ways that the site could welcome families in them environment? Look at the communication that is sent to families. How is it inclusive of many family types? How does it open for needs of families with low socio-economic status? How do they support cultural and linguistic differences?</p>	<p>Understand the process of collaboration with families and other adults through reading about different approaches to connect across cultures, families, and communities in appropriate ways to support belonging and family connectedness in the school.</p> <p>Apply the process of appropriate ways to collaborate through in class role play of scenarios that prompt different forms of connection with families. The point of these exercises is not to learn one form of communicating or strategy but to use responsive communication through practice, dialogue and discourse about styles would fit in certain contexts (e.g., cultural and linguistic). This will have a foundation in showing belonging and family connectedness.</p>	



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			<p>Students will learn through their own application of practice and through other students' application of practice.</p> <p>Students will also explore why certain communication and understand how the environment of the school and the other forms of communication can influence the feeling of belonging and family connectedness.</p>	
<p>4K</p>	<p>identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs</p>	<p>Week 5: Read Chapter 4 Quiz on Chapter Reading</p> <p>Lab: Fine Motor Skills Self portrait Scales of development</p>	<p>Reading and the lecture on chapter 4 physical development will help students to identify and design instruction appropriate to student's physical development, strengths and needs.</p> <p>In the Fine motor skills lab, students will create self-portraits using their non-dominant foot or hand to connect to the difficulty create using fine motor skills that have not developed or been strengthened. Students will look at scales of fine motor skill development and make comparisons to their work and the work of children. This activity helps to internalize the knowledge about acquiring skills and the patience, understanding and practice that is required to promote</p>	<p>Identify instruction appropriate to a student's stages of development and learning.</p> <p>DEB WE WIN Honesty and integrity</p>



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		<p>Week 6: Read Chapter 5 Quiz on Chapter Reading</p> <p>Lab: Review Piaget's and Vygotsky's theories from the chapter and think about the theories when you observe students. In other words, you will want to look for Piaget's and Vygotsky's ideas in the classroom. After the observation, write examples of what you observed.</p> <p>Week 7: Read Chapter 6 Quiz on Chapter Reading</p> <p>Advertising for the Brain</p>	<p>student development and learning.</p> <p>The fine motor skills lab supports students to identify and design appropriate instruction around appropriate stages of fine motor development considering students strengths and needs.</p> <p>The reading and lecture on chapter 5 Piaget and Vygotsky's theories will support understanding how children learn through socialization and experiences. These theories also support the understanding of identifying instruction appropriate to a student's stages of development, learning styles, strengths, and needs.</p> <p>Students will then apply this learning by observing and identifying instructional strategies and children's work that show these understandings of Piaget and Vygotsky's theories.</p> <p>Read and participate in the lecture on chapter 6 cognitive development to support understanding of the cognitive domain and how identify and design instruction appropriate to learning styles, strengths, and needs.</p>	
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			<p>Read and lecture participation on Chapter 9 Academic Domain to identify instruction appropriate to a student's stages of development, learning styles, strengths, and needs.</p> <p>With the Mylab access to the videos that show teaching strategies across the academic domain, students will identify instruction appropriate to a student's stages of development, learning styles, strengths, and needs.</p> <p>Read and participate in the lecture of chapter 11 Self and Social Understanding</p>	
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		<p>Week 13: Read Chapter 12 Quiz on Chapter Readings</p> <p>MyLab: Video Examples and questions</p>	<p>to identify instruction appropriate to a student’s social development, learning styles, strengths, and needs.</p> <p>The lab on Intrinsic Motivation will have the students observe for the elements and characteristics of a student’s intrinsic motivation and to log the examples and how that knowledge can be used to identify instruction appropriate to a student’s stages of development, learning styles, strengths, and needs.</p> <p>Read and participate in the lecture on Chapter 12 Self-Regulation and Motivation to identify instruction appropriate to a student’s stages of development, learning styles, strengths, and needs especially connected to self-regulation and motivation.</p> <p>Mylab video examples and questions will support students in understanding and identify instruction appropriate to a student’s stages of development, learning styles, strengths, and needs especially connected to self-regulation and motivation.</p>		
<p>MN PELSB Content Standard</p>	<p><i>8710.3200 Elementary Education: Subject Matter</i></p>	<p>Assignment & Assessment</p>	<p>How does this show students will meet the standard:</p> <p>Based on the assignments and assessments, the student will:</p>	<p>FDLTCC Learning Outcomes</p>	<p>Cultural Standard</p>



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		<p>Lab: Review Piaget’s and Vygotsky’s theories from the chapter and think about the theories when you observe students. In other words, you will want to look for Piaget’s and Vygotsky’s ideas in the classroom. After the observation, write examples of what you observed.</p> <p>Read Chapter 6 Quiz on Chapter Reading</p> <p>Advertising for the Brain</p> <p>Week 9: Read Chapter 8 Quiz on Chapter Reading</p> <p>Video Exercises: Supporting language development and Supporting dual language development</p>	<p>to the cognitive and social domains.</p> <p>Students will then apply this learning by observing and identifying teaching principles and children’s learning that show the understandings of Piaget and Vygotsky’s theories.</p> <p>Read and participate in the lecture on chapter 6 cognitive development to support understanding of the cognitive domain.</p> <p>The Advertising for the Brain assignment each student will create a commercial on Flipgrid applying understanding of the cognitive domain and how children engage in learning and development long term learning recall for the future.</p> <p>Reading and lecture on chapter 8 language development to understand educational principles relevant to language and communication in the physical, social, emotional, moral, and cognitive development of young children.</p> <p>The video exercises will demonstrate the application of educational principles relevant to physical, social, emotional, moral, and cognitive development of young children that promote student language and communication. Students will identify the</p>		
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			<p>principles to promote engagement and learning.</p> <p>Read and lecture participation on Chapter 9 Academic Domain to understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children in the academic domain.</p> <p>With the Mylab access to the videos that demonstrates teaching strategies across the academic domain, students will understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children through the academic domain through observing teachers and identifying the educational principles.</p>	
		<p>Week 10: Read Chapter 9 Quiz on Chapter Readings</p> <p>Mylab: Videos on academic domains teaching strategies and questions.</p>		
		<p>Week 11: Read Chapter 10 Quiz on Chapter Readings</p> <p>Application of Erickson's Theory worksheet</p> <p>Lab: Erickson's Stages observation based on age group placed with and how the conflict seems to be showing up or not in that age group.</p>	<p>Read and participate in the lecture for Chapter 10 Emotional Development to understand and apply educational principles relevant to the emotional development of young children.</p> <p>Students will engage Erickson's theory to apply the theory across the stages on the worksheet to understand emotional development and the lab will allow the students to</p>	



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		<p>Week 12: Read Chapter 11 Quiz on Chapter Readings</p> <p>Lab: Intrinsic Motivation Observation with connections to characteristics, examples and application of that knowledge</p> <p>Week 14: Read Chapter 14 Quiz on Chapter Readings</p> <p>Lab: Observe instances in which children use prosocial behavior towards one another and note whether the behaviors were motivated by adult influences.</p>	<p>apply the understanding of the stages of emotional development to their observation group.</p> <p>Read and participate in the lecture of chapter 11 Self and Social Understanding to understand educational principles relevant to social development of young children.</p> <p>The lab on Intrinsic Motivation will have the students observe for the elements and characteristics of a student's intrinsic motivation and to log the examples and how that knowledge can be used to understand and apply educational principles relevant to social development of young children.</p> <p>Read and participate in the lecture on chapter 14 Moral Development to understand and apply educational principles relevant to moral development of young children.</p> <p>The lab will support students understanding how moral development can influence learning related to motivations behind prosocial behaviors.</p> <p>Read and participate in the lecture on chapter 15 on Peers, Schools, and Society</p>		
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		<p>Week 15: Read Chapter 15 Quiz on Chapter Readings</p> <p>Lab: Observation on estimating social acceptance among peers. Matching characteristics to examples in the classroom.</p>	<p>to understand and apply educational principles relevant to social development of young children.</p> <p>The lab supports understanding of social acceptance and considering the characteristics and influences of that acceptance in their placements.</p>		
A3	<p>understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children</p>	<p>Week 3: Read Chapter 2 Quiz on Chapter Reading</p> <p>In class scenario practice and role play surrounding communication to families.</p> <p>Lab: As you observe at your site, notice what kinds of things that your site does to create a family friendly atmosphere? Are there suggestions for other ways that the site could welcome families in their environment? Look at the communication that is sent to families. How is it inclusive of many family types? How does it open for needs of families with low socio-economic status?</p>	<p>Understand the process of collaboration with families and other adults through reading about different approaches to connect across cultures, families, and communities in appropriate ways to support belonging and family connectedness in the school.</p> <p>Apply the process of appropriate ways to collaborate through in class role play of scenarios that prompt different forms of connection with families. The point of these exercises is not to learn one form of communicating or strategy but to use responsive communication through practice, dialogue and discourse about why certain communication styles would fit in certain contexts. This will have a foundation in showing belonging and family connectedness.</p> <p>Students will learn through their own application of practice and</p>	<p>Understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions</p>	<p>ZOONGI DE'EWIN Strong hearted</p>



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			<p>through other students' application of practice.</p> <p>Students will also explore and understand how the environment of the school and the other forms of communication can influence the feeling of belonging and family connectedness.</p>		
A4	<p>understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children; and appropriate ways</p>	<p>Week 3: Read Chapter 2 Quiz on Chapter Reading</p> <p>In class scenario practice and role play surrounding communication to families.</p> <p>Lab: As you observe at your site, notice what kinds of things that your site does to create a family friendly atmosphere? Are there suggestions for other ways that the site could welcome families in their environment? Look at the communication that is sent to families. How is it inclusive of many family types? How does it open for needs of families with low socio-economic status?</p>	<p>Understand the process of collaboration with families and other adults through reading about different approaches to connect across cultures, families and communities in appropriate ways to support the learning of the child.</p> <p>Apply the process of appropriate ways to collaborate through in class role play of scenarios that prompt different forms of connection with families. The point of these exercises is not to learn one form of communicating or strategy but to use responsive communication through practice, dialogue and discourse about why certain communication styles would fit in certain contexts. Students will learn through their own application of practice and through other students' application of practice.</p> <p>Students will also explore and understand how the environment of the school and the other forms of communication can</p>	<p>Understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions</p>	<p>ZOONGI DE'EWI N Strong hearted</p>



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			influence the ability to collaborate on student learning with families.		
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Course Requirements & Assessment descriptions:

Class begins: Jan. 8, 2024
Class final is April 30, 2024

Requirements:

All assignments are required for grades to be completed. Please review each of the rubrics with the assignments to receive the best grade possible.
 All students are required to have a background check before entering a classroom or daycare facility (except PSEO students).
 -Please check with your instructor for the Child Development students, and
 -with Tara Graves for Elementary Education students.
 All response questions, assignments are due the following Sunday evening at Midnight a week after they are assigned.
 Assignments not completed on time will be reflected within the rubric for the grade. See rubrics for each assignment.

This class requires field experience hours:
 Elementary Education majors-5 hours
 Child development majors-15 hours

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

Assignments:	Pts	Due dates
• My labs (online-assignments) 15 @ 15	225	Weekly-
• Other assignments:	100	Throughout the semester
1)Discussions-online (30 pts)		
2)Fine motor skill-face drawing (20)		
Flip Grid/Commercial		
3)Handouts (10)		
4)Video responses (40)		
• Response to virtual child:		
11 wks. @ 10 pts.	110	Beginning Week 4-14
• K-6 classroom field Experience hrs.	50	April 24
• Final: Virtual Child (4 components)	100	April 30
Total	585	

Extra credit (if needed) suggestions:

- Flier or Bulletin Board

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

Grade	%	Pts
A	100-90	526-585
B	89-80	468-525
C	79-70	409-467
D	69-60	351-408



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Course Schedule: Please attach the course schedule/outline.

Week	Class Activity-Topic	Assignment: Due
Week 1- Jan. 8	1) Course overview-Introduction to Child Development-Syllabus/Barriers 2) Forms: demographics of your classroom. 3) Complete Handout 1.2 & 1.3 upload to the assignment 4) Complete Application Exercise (all) & licensed practice	-Review course -MyLab access introduction. Week 1 assignments -Field Experience Hours paper -Complete the demographics paperwork of your class you will be working with. -Read Chpt. 1 -Complete my lab Assignment 1 -Complete Handout assignment 1.2 & 1.3
Week 2-Jan. 15	Research and Assessment Complete My lab Application Exercise (all) & licensed practice Click on the Flip Grid app. How to use Flip Grid	Read Chapter 2 My Lab: Assignment 2 Flip Grid introduction: to you. Discussions
Week 3-Jan 22	Family, Culture, and Society Complete assignments for My lab Application Exercise (all) & licensed practice Begin Virtual child assignments.	Read Chapter 3 My lab: Assignments Sign into Virtual child input response for your child.
Week 4-Jan. 29	Biological Beginnings Complete assignments for Application Exercise (all) & licensed practice	Read Chapter 4 My lab: Assignments Complete Virtual child responses Discussions.
Week 5-Feb.5	Physical Development Complete assignments for Application Exercise (all) & licensed practice	Read Chapter 5 Assignments My Lab: Fine Motor Skills Review assignment for the child's self-portrait. Scales of development Complete virtual child responses



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		VC I (for final)
Week 6-Feb. 12	<p>Cognitive Development: Piaget and Vygotsky</p> <p>Complete assignments for Application Exercise (all) & licensed practice</p>	<p>Read Chapter 6</p> <p>My lab: Assignments</p> <p>MyLab: Choose 1 Video</p> <p>Examples and answer questions</p> <p>Complete virtual child responses</p>
Week 7-Feb. 19	<p>Cognitive Development: Cognitive Processes</p> <p>Complete assignments for Application Exercise (all) & licensed practice</p>	<p>Read Chapter 7</p> <p>My lab: Assignments</p> <p>Complete virtual child responses</p> <p>Response and picture of students Self Portrait due to share in flipgrid.</p> <p>Discussions</p>
Week 8-Feb. 26	<p>Intelligence</p> <p>Complete assignments for Application Exercise (all) & licensed practice</p>	<p>Read Chapter 8</p> <p>My lab: Assignments</p> <p>Complete virtual child responses</p>
Week 9-Mar 4	<p>Language Development</p> <p>Complete assignments for Application Exercise (all) & licensed practice</p>	<p>Read Chapter 9</p> <p>My lab: Assignments</p> <p>Complete virtual child responses</p> <p>Video Response Exercises: Supporting language development and Supporting dual language development</p> <p>Ojibwe Immersion development</p>
Week 10-March 18	<p>Development in the Academic Domains</p> <p>Complete assignments for Application Exercise (all) & licensed practice</p>	<p>Read Chapter 10</p> <p>My lab: Assignments</p> <p>Complete virtual child responses</p> <p>Choose 1 Video on academic domains teaching strategies and questions.</p> <p>Discussions</p>
Week 11-Mar 25	<p>Emotional Development</p> <p>Complete assignments for Application Exercise (all) & licensed practice</p>	<p>Read Chapter 11</p> <p>My lab: Assignments</p> <p>Complete virtual child responses</p>



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Week 12-Apr 1	Self and Social Understanding Complete assignments for Application Exercise (all) & licensed practice	Read Chapter 11 My lab: Assignments Complete virtual child responses Discussions
Week 13-Apr-8	Self-Regulation and Motivation Complete assignments for Application Exercise (all) & licensed practice	Read Chapter 12 My lab: Assignments Complete virtual child responses
Week 14-Apr 15	Moral Development Complete assignments for Application Exercise (all) & licensed practice	Read Chapter 14 My lab: Assignments Complete virtual child responses
Week 15-Apr 22	Peers, Schools and Society Complete assignments for Application Exercise (all) & licensed practice	Read Chapter 15 MyLab: Video Examples and questions Complete virtual child responses MyLab: Choose 1 Video Examples and answer questions
Week 16-Apr 29	LAST CLASS-FINAL TEST DAY	Final Project: Complete the virtual child all 4 components for a complete grade.



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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.

Conceptual Framework

Vision

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

Mission

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

GIKENDAASOWIN – Knowing Knowledge

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

Disposition: Integrates Content and Pedagogical Knowledge

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

- *Technology*: Use technology effectively to improve student learning.
- *Theory to Practice*: Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- *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



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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.
- 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 authorize websites, social media and other applications, and uses personal electronic devices as appropriate).



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Professional Outcome: Ethical Practitioner

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

DEBWEWIN – Honesty and Integrity

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

Disposition: Data-Informed Practice

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

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

Professional Outcome: Assessment and Use of Data

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

ZAAGI' IDIWIN – Loving and Caring

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

Disposition: Equity, Social Justice, and Inclusion

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

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



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by sharing knowledge responsibly and participating as a community resource.

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

Professional Outcome: Generation of New Knowledge

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

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

SEP: *8710.2000 Standards of Effective Practice*

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

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

3B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;

3C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

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.

4A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;

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



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

Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

A. A teacher of children in kindergarten through grade 6 must:

- (2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;
- (3) understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children;
- (4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children; and appropriate ways.

Reference List:

T. McDevitt, J. Ormrod, Child Development and Education, 7th edition with My Lab Access

<https://core.ac.uk/download/pdf/211352591.pdf> (Anishinaabe immersion with young learners)



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