



**Anishinaabe and American
Elementary Education Program**

**Fond du Lac Tribal and
Community College**



COURSE: EDU/CDEV 2640

Name: Govinda Budrow

Course Title: Curriculum Planning

MTC Goal Area: _____

Credits: 3 Pre-requisites: CDEV 1210 Child Growth and Development, HLTH 2100 Community Health and Wellness for Educators, CDEV 1230 Positive Child Guidance, CDEV 1340 Learning Environment and Curriculum or Instructor permission.

Co-requisites: _____

Course Description:

This course provides an advanced level exploration of curriculum planning and management skills for the Pre-K to 3rd grade level. Students will integrate their knowledge of developmental needs, developmentally appropriate environments, practices, curricula and teaching methods to organize, implement, and evaluate quality, comprehensive curricula. Curricula models from both within and outside the United States will be explored.

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

Kostelnik, M. Soderman, A., et al. (2018) Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education, 7th Ed. Pearson

Course Content:

- A. Curriculum models
- B. Teaching strategies
- C. Teaching methods
- D. Curriculum planning and learning resources
- E. Observation strategies
- F. Developmentally Appropriate Instructional Practices
- G. Long term and short-term planning
- H. Responsive Classroom Instruction
- I. Assessment of Individual and Group Performance



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Outcomes and Assessments

Learning Outcomes

1. Examine various curricula models
2. Develop, implement, and evaluate teaching strategies, methods and learning experiences that will support and extend young children's development in the following areas: physical, cognitive, language, social emotional, and creative
3. Compile curriculum planning and learning resources
4. Utilize observational strategies to plan developmentally appropriate curriculum for children.
5. Utilize multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources
6. Evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

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</p>	<p>Examine various curricula models</p> <p>Compile curriculum planning and learning resources</p>	<p>In week 9 activities, lectures and reading chapter 8: Strengthening Developmentally Appropriate Programs Through Family Engagement, students will understand that family systems and engagement impact how students internalize knowledge, acquire skills, and develop thinking behaviors, and knowing</p>



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<p>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>how to use instructional strategies that promote student learning through family and caregiver engagement will increase impacts. This will also be enhanced through understanding of Indigenous families and methods to engage that are culturally and historically responsive. Activities: Recall strategies for parent engagement Write an annual plan of family engagement</p> <p>Students will throughout this course compile curriculum and resources that address developmentally appropriate instruction. A component of all developmentally instruction is to consider the relationship between culture and learning. Students will be designing instruction with the foundation of developmental appropriateness for example in week 5 when students compile resources in songs and action rhymes for use in the classroom, they will include songs with Ojibwemowin (Ojibwe language) and/or Anishinaabe cultural topics.</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>Utilize multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying</p>	<p>Students will use diligence and caution when designing plans, learning opportunities, and evaluating plans to consider the impact on indigenous students needs and opportunities to enhance learning. Indigenous students that have learning opportunities that represent their community, culture and ways of</p>



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<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>and using learning resources Evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning</p>	<p>being will have better outcomes. In week 5 utilizing the KWHLH (Know, want to know, how to learn, learned and how it was learned) formula will support developing teachers that respect their role in the communities through gathering student input and learning how to incorporate that into planning.</p>
<p>7. ZHAWENINDIWIN Compassion To encourage students to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience. <u>Outcome:</u> 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.in relation to behavior, ideas, and values.</p>	<p>Develop, implement and evaluate teaching strategies, methods and learning experiences that will support and extend young children's development in the following areas: physical, cognitive, language, social emotional, and creative. Utilize observational strategies to plan developmentally appropriate curriculum for children.</p>	<p>Students will develop compassion by expanding their knowledge of the human condition and cultures. As students are accounting for supporting physical, cognitive, language, social, emotional and creative domains, they will consider the impact and adjustment to Indigenous (Anishinaabe) culture and ways of being. In Week 11, when addressing the connection of the affective domain and connecting children's literature to goals in standards and indicators of progress, students will incorporate Own Voices Anishinaabe literature.</p>

FDLTCC Competencies Across the Curriculum (CAC)*

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's traditions and culture, knowledge of others' traditions and cultures, the culture of work, culture of academic disciplines, and/or respect for global diversity.)



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Minnesota Professional Education License and Standards Board Standards (MN PELSB) listed at the end of the syllabus. (Insert more rows as needed)**

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
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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	<p>Week 3: Chapter 2 Triad role play with child, teacher, and observer of teaching strategies: invitations, behavior and paraphrasing reflections, modeling, effective praise, telling/informing/explaining, do-it signals, challenges, questions and silence. Familiarize with Early learning standards through assigned questions and presentation of findings.</p> <p>Week 4 Chapter 3</p>	<p>Week 3 activities, lectures and reading chapter 2 on Teaching and Learning in Developmentally Appropriate Programs will support students in understanding how children internalize knowledge, acquire skills, and develop thinking behaviors. The students will use instructional strategies in the triad role play that are proven to promote student learning. Students will review the standards and indicators of progress for Minnesota to find the connections between Developmentally appropriate practice understandings which support the understanding of how internalize knowledge, acquire skills, and develop thinking behaviors.</p> <p>Week 4 activities, lectures and chapter 3</p>	Utilize multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources	AANGW AAMIZI WIN – <i>Diligence and caution</i>
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		<p>Small group practice writing sequenced objectives for activity plans. Matching Objectives to Procedures activity Small group activity Review Plans for accuracy. Correct inaccuracies. Whole Group Problem-Solving Activity Practice</p> <p>Week 5: Chapter 4 Bring children's songs and action rhymes. Practice in groups. Compile songs including songs with Ojibwemowin or Anishinaabe Cultural topics. Develop simple transitions to group time. KWHLH formula brainstorming group experience Create group time agenda and rehearse group time with agenda, materials and transitions Components of effective group times: scenarios identify openings, body and closing for topic including transitions.</p>	<p>Planning and Implementing Effective Small Group Activities supports understanding how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies like sequenced learning objectives, aligning objectives to activities and problem-solving activities that promote student learning.</p> <p>Week 5 activities, lectures and reading of chapter 4 Planning and Implementing Effective Group Time Activities will support student's understanding of how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning. The compilation and practice of songs and transition resources connect to direct ways of internalizing, acquiring skills and developing thinking behaviors. The KWHLH (Know-Want to Know-How to Learn-Learned-How we learned) supports all the stages of the learning process from prior knowledge all the way</p>		
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		<p>Week 6: Chapter 5 Construct several activities across the domains with the same materials. Generate reasoned alternatives to practical implementation problems. Observe carefully and compare center setups and use of centers (Discussion and written assignment) Recognizing levels of abstractness of various materials Constructed Response around space and centers</p> <p>Week 7: Chapter 6 Practice giving Positive Directions. Recognize authoritative teaching behaviors in scenarios using Authoritative</p>	<p>to reflections on learning. Students will then work through scenarios that allow them to see the importance of the planning for group times and the components that go into effective planning.</p> <p>The week 6 activities, lectures and reading of chapter 5, Organizing Space and Materials, will support students in understanding how children internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote children learning. Students in this week will learn about instructional strategy of setting up learning spaces and materials which promotes student learning.</p> <p>In the week 7 activities, lectures and reading of chapter 6: Child Guidance in Early Childhood Classrooms students will understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use</p>		
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		<p>Teaching Continuum Matrix</p> <p>Week 9: Chapter 8 Recall strategies for parent engagement Write an annual plan of family engagement</p> <p>Week 10: Chapter 9 Practice using appropriate verbal responses to children's art Create a lesson meeting standards or indicators focused on</p>	<p>instructional strategies through guidance and authoritative teaching behaviors that promote student learning.</p> <p>In week 9 activities, lectures and reading chapter 8: Strengthening Developmentally Appropriate Programs Through Family Engagement, students will understand that family systems and engagement impact how students internalize knowledge, acquire skills, and develop thinking behaviors, and knowing how to use instructional strategies that promote student learning through family and caregiver engagement will increase impacts. This will also be enhanced through understanding of Indigenous families and methods to engage that are culturally and historically responsive.</p> <p>In week 10 activities, lectures and reading of chapter 9: The Aesthetic Domain, students will understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning in the aesthetic domain.</p>		
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		<p>commonly used terms in the arts, materials and multiple ways to reach the standard or goal. Compare and Contrast teacher directed projects and open ended projects</p>			
3B	<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>Week 10: Chapter 9 Practice using appropriate verbal responses to children's art Create a lesson meeting standards or indicators focused on commonly used terms in the arts, materials and multiple ways to reach the standard or goal. Compare and Contrast teacher directed projects and open ended projects</p> <p>Week 11: Chapter 10 Connect children's literature to goals in the affective domain exploration and discussion</p>	<p>In week 10 activities, lectures and reading of chapter 9: The Aesthetic Domain, students will understand that a child's aesthetic domain development influences learning through physical, social, emotional, moral and cognitive connections and knowing how to address these factors when making instructional decisions through practicing appropriate verbal responses, creating lesson plans and multiple ways to reach learners and comparing and contrasting teacher directed and open ended projects.</p> <p>Week 11 activities, lectures and reading of chapter 10: The Affective Domain to understand that a student's social, emotional, moral, and cognitive development influence learning and</p>	<p>Develop, implement and evaluate teaching strategies, methods and learning experiences that will support and extend young children's development in the following areas: physical, cognitive, language, social emotional, and creative</p>	<p>ZHAWEN INDIWIN – Compass ion</p>



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		<p>Week 12: Chapter 11 Practice elements of the logical-mathematical data bank Value of hands-on experiences in class lab and discussion Create a plan with everyday items in the environment practicing scientific problem solving</p> <p>Week 13: Chapter 12 Sequence of emergent writing through evaluating samples and evident characteristics Experience literacy rotations and discuss Create a lesson connecting literacy across curriculum</p>	<p>know how to address these factors when making instructional decisions. Students will connect children's literature to the affective domain to meet the developmental goals and through answering questions will connect to how this influences learning.</p> <p>In week 12 activities, lectures and reading of chapter 11: The Cognitive Domain, the students will understand that a student's cognitive development influence learning and know how to address these factors when making instructional decisions through the practice of elements of the logical-mathematical data bank, a lab of learning the value of hands-on experiences and creating plans that use everyday items to practice scientific problem solving.</p> <p>In week 13 the activities, lectures and reading of chapter 12: The Language domain will help students to understand that a student's physical, social, emotional, moral, and cognitive development influence learning in the language</p>		
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		<p>Week 14: Chapter 13 Using reference documents “Developmental sequence of Kicking” and “Developmental sequence of catching” Role play various levels. Answer discussion questions. Use knowledge of developmental sequences to plan activity. Include challenge for advanced skills and simplification for less able children. Use observe, imitate, practice and adapt.</p> <p>Week 15: Chapter 14 Practice planning activities using social studies content on lesson plan format</p>	<p>domain and know how to address these factors when making instructional decisions including sequences of emergent writing, literacy rotations and connecting literacy across curriculum in planning.</p> <p>Week 14 activities, lectures and reading chapter 13: The Physical Domain will support to understand that a student's physical, development influence learning and know how to address these factors when making instructional decisions in the physical domain.</p> <p>In week 15 the activities, lectures and reading of chapter 14: The Social Domain, students will understand that a student's development influence learning and know how to address these factors when making instructional decisions in the lesson plan covering social studies content.</p>		
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<p>3E</p>	<p>Assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains</p>	<p>Week 2: Chapter 1 Review Brochures or websites from Programs/Schools for evidence of Developmentally Appropriate Practices</p> <p>Small groups: What would you see in my program or classroom based on DAP principles? (Separate by Preschool and Primary)</p> <p>Week 4: Chapter 3 Small group practice writing sequenced objectives for activity plans. Matching Objectives to Procedures activity Small group activity Review Plans for accuracy. Correct inaccuracies. Whole Group Problem-Solving Activity Practice</p> <p>Week 5: Chapter 4 Bring children's songs and action rhymes. Practice in groups. Compile songs including songs with Ojibwemowin or Anishinaabe Cultural topics. Develop simple transitions to group time. KWHLH formula brainstorming group experience Create group time agenda and rehearse</p>	<p>Week 2 activities, lectures and readings about Developmentally Appropriate practices will support student's foundation in understanding the characteristics of Developmentally Appropriate instruction to meet the needs of students across domains.</p> <p>Week 4 activities, lectures and chapter 3 Planning and Implementing Effective Small Group Activities supports assess effective planning for group activities and design developmentally appropriate instruction.</p> <p>Week 5 activities, lectures and reading of chapter 4 Planning and Implementing Effective Group Time Activities will support student's ability to assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and</p>	<p>Develop, implement and evaluate teaching strategies, methods and learning experiences that will support and extend young children's development in the following areas: physical, cognitive, language, social emotional, and creative</p>	<p>ZHAWEN INDIWIN – Compassion</p>
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		<p>group time with agenda, materials and transitions Components of effective group times: scenarios identify openings, body and closing for topic including transitions.</p> <p>Week 6: Chapter 5 Construct several activities across the domains with the same materials. Generate reasoned alternatives to practical implementation problems. Observe carefully and compare center setups and use of centers</p>	<p>physical domains. The compilation and practice of songs and transition resources connect to developmentally appropriate instruction resources that meet the children's needs across domains. The KWHLH (Know-Want to Know-How to Learn-Learned-How we learned) supports the ability of students to both provide developmentally appropriate instruction and to assess the learning of individuals and the group. Students will then work through scenarios that allow them to see the importance of the planning for group times and the components that go into effective planning of developmentally appropriate instruction.</p> <p>The week 6 activities, lectures and reading of chapter 5, Organizing Space and Materials, will support students in understanding designing developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains.</p> <p>Students in this week will learn about designing</p>		
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		<p>(Discussion and written assignment) Recognizing levels of abstractness of various materials Constructed Response around space and centers</p> <p>Week 8: Chapter 7 NAEYC's Program Standard 4 assessment guide familiarity questions Practice reading accuracy assessment</p> <p>Week 10: Chapter 9 Practice using appropriate verbal responses to children's art Create a lesson meeting standards or indicators focused on commonly used terms in the arts, materials and multiple ways to reach the standard or goal.</p>	<p>developmentally appropriate instruction through the set up learning spaces and materials which promotes student learning.</p> <p>In week 8 through the activities, lectures and reading of chapter 7: Assessing and Evaluating Children's learning, students will Assess both individual and group performance through reading accuracy assessment practice and documentation and assessing programs and standards related to assessment with the guidance provided by the National Association for the Education of Young Children (NAEYC).</p> <p>In week 10 activities, lectures and reading of chapter 9: The Aesthetic Domain, students will understand and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical ways through the aesthetic domain.</p>		
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		<p>Compare and Contrast teacher directed projects and open ended projects</p> <p>Week 12: Chapter 11 Practice elements of the logical-mathematical data bank Value of hands-on experiences in class lab and discussion Create a plan with everyday items in the environment practicing scientific problem solving</p> <p>Week 13: Chapter 12 Sequence of emergent writing through evaluating samples and evident characteristics Experience literacy rotations and discuss Create a lesson connecting literacy across curriculum and Identify ways to assess growth in the activity</p>	<p>In week 12 activities, lectures and reading of chapter 11: The Cognitive Domain, the students will understand design developmentally appropriate instruction that meets the student's current needs in the cognitive domain.</p> <p>In week 13 the activities, lectures and reading of chapter 12: The Language domain will help students to assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, physical (Language) domains. Students will understand the sequence of emergent writing, experience literacy rotations and discuss the influence on learning and will create lessons connecting literacy across curriculum.</p> <p>Week 14 activities, lectures and reading chapter 13: The Physical Domain will support</p>		
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		<p>Week 14: Chapter 13 Using reference documents “Developmental sequence of Kicking” and “Developmental sequence of catching” Role play various levels. Answer discussion questions. Use knowledge of developmental sequences to plan activity. Include challenge for advanced skills and simplification for less able children. Use observe, imitate, practice and adapt.</p> <p>Week 15: Chapter 14 Practice planning activities using social studies content on lesson plan format</p>	<p>assessing both individual and group performance in the physical domain and design developmentally appropriate instruction that meets the student's current needs in the physical domain. Student will use reference documents to understand the developmental sequence to support assessing and developing appropriate instruction. Students then will develop activities from that understanding of the developmental sequence both accounting for challenge and simplification of activities.</p> <p>In week 15 the activities, lectures and reading of chapter 14: The Social Domain, students will design developmentally appropriate instruction that meets the student's current needs in the social domain.</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.



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4K	<p>identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs</p>	<p>Week 2: Chapter 1 Review Brochures or websites from Programs/Schools for evidence of Developmentally Appropriate Practices</p> <p>Small groups: What would you see in my program or classroom based on DAP principles? (Separate by Preschool and Primary)</p> <p>Week 4: Chapter 3 Small group practice writing sequenced objectives for activity plans. Matching Objectives to Procedures activity Small group activity Review Plans for accuracy. Correct inaccuracies. Whole Group Problem-Solving Activity Practice</p> <p>Week 5: Chapter 4 Bring children's songs and action rhymes. Practice in groups. Compile songs including songs with Ojibwemowin or Anishinaabe Cultural topics. Develop simple transitions to group time. KWLHLH formula brainstorming group experience</p>	<p>Week 2 activities, lectures and readings about Developmentally Appropriate practices will support student's foundation in identifying instruction appropriate to a student's stages of development, learning styles, strengths, and needs.</p> <p>Week 4 activities, lectures and chapter 3 Planning and Implementing Effective Small Group Activities supports identifying and designing instruction appropriate to a student's stages of development, learning styles, strengths, and needs.</p> <p>Week 5 activities, lectures and reading of chapter 4 Planning and Implementing Effective Group Time Activities will support student's ability to identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs. The compilation and practice of songs</p>	<p>Examine various curricula models</p>	<p>GIKENDA ASOWIN – Knowing knowledge</p>
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		<p>Create group time agenda and rehearse group time with agenda, materials and transitions</p> <p>Components of effective group times: scenarios identify openings, body and closing for topic including transitions.</p>	<p>and transition resources connect to direct ways of identifying and designing appropriate instruction for stages of development, learning styles, strengths and needs. The KWHLH (Know-Want to Know-How to Learn-Learned-How we learned) supports identifying and designing instruction appropriate to a student's stages of development, learning styles, strengths, and needs through gathering an understanding from the students at all stages of learning. Students will then work through scenarios that allow them to identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs.</p> <p>The week 6 activities, lectures and reading of chapter 5, Organizing Space and Materials, will support students in identifying and designing instruction appropriate to a student's stages of development, learning styles, strengths, and needs.</p> <p>Students in this week will learn about identifying and designing instructional environments</p>		
		<p>Week 6: Chapter 5</p> <p>Construct several activities across the domains with the same materials.</p> <p>Generate reasoned alternatives to practical implementation problems.</p> <p>Observe carefully and compare center setups and use of centers (Discussion and written assignment)</p>			



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		<p>Recognizing levels of abstractness of various materials Constructed Response around space and centers</p> <p>Week 10: Chapter 9 Practice using appropriate verbal responses to children's art Create a lesson meeting standards or indicators focused on commonly used terms in the arts, materials and multiple ways to reach the standard or goal. Compare and Contrast teacher directed projects and open ended projects</p> <p>Week 14: Chapter 13 Using reference documents "Developmental sequence of Kicking" and "Developmental sequence of catching" Role play various levels. Answer discussion questions. Use knowledge of developmental sequences to plan activity. Include challenge for advanced skills and simplification for less able children. Use observe, imitate, practice and adapt.</p>	<p>appropriate to stages of development, learning styles, strengths and needs.</p> <p>In week 10 activities, lectures and reading of chapter 9: The Aesthetic Domain, students will identify and design instruction appropriate for the aesthetic domain considering a student's stages of development, learning styles, strengths, and needs.</p> <p>Week 14 activities, lectures and reading chapter 13: The Physical Domain will identifying and design instruction appropriate to a student's stages of development in the physical domain while adjusting to strengths, and needs.</p>		
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Subpart 5. **Standard 4, Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5B	understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated	<p>Week 4: Chapter 3 Small group practice writing sequenced objectives for activity plans. Matching Objectives to Procedures activity Small group activity Review Plans for accuracy. Correct inaccuracies. Whole Group Problem-Solving Activity Practice</p> <p>Week 5: Chapter 4 Bring children's songs and action rhymes. Practice in groups. Compile songs including songs with Ojibwemowin or Anishinaabe Cultural topics. Develop simple transitions to group time. KWLH formula brainstorming group experience Create group time agenda and rehearse group time with agenda, materials and transitions Components of effective group times: scenarios identify</p>	<p>Week 4 activities, lectures and chapter 3 Planning and Implementing Effective Small Group Activities supports understanding how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies like sequenced learning objectives, aligning objectives to activities and problem-solving activities that promote student learning.</p> <p>Week 5 activities, lectures and reading of chapter 4 Planning and Implementing Effective Group Time Activities will support student's understanding of the cognitive processes associated with various kinds of learning and how these processes can be stimulated. The compilation and practice of songs and transition resources connect to direct ways understanding the cognitive processes associated with musical kinds of learning and how these processes can</p>	Utilize multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources	AANGW AAMIZI WIN – <i>Diligence and caution</i>
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		<p>openings, body and closing for topic including transitions.</p>	<p>be stimulated through songs, rhymes and musical supports. The KWHLH (Know-Want to Know-How to Learn-Learned-How we learned) supports understanding the cognitive processes associated with various kinds of learning throughout our learning experience and how these processes can be stimulated through the method of KWHLH. Students will then work through scenarios that allow them understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated through lesson and activity design.</p>		
		<p>Week 6: Chapter 5 Construct several activities across the domains with the same materials. Generate reasoned alternatives to practical implementation problems. Observe carefully and compare center setups and use of centers (Discussion and written assignment)</p>	<p>The week 6 activities, lectures and reading of chapter 5, Organizing Space and Materials, will support students in understanding the cognitive processes associated with learning from the organization of space and materials and how this process of learning can be stimulated.</p>		



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		<p>Recognizing levels of abstractness of various materials Constructed Response around space and centers</p> <p>Week 7: Chapter 6 Practice giving Positive Directions Recognize authoritative teaching behaviors in scenarios using Authoritative Teaching Continuum Matrix</p> <p>Week 10: Chapter 9 Practice using appropriate verbal responses to children's art Create a lesson meeting standards or indicators focused on commonly used terms in the arts, materials and multiple ways to reach the standard or goal. Compare and Contrast teacher directed</p>	<p>In the week 7 activities, lectures and reading of chapter 6: Child Guidance in Early Childhood Classrooms students will understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated. This week will in particular cover guidance practices that associate with the cognitive processes that can stimulate stronger engagement in learning such as positive directions and authoritative teaching guidance.</p> <p>In week 10 activities, lectures and reading of chapter 9: The Aesthetic Domain, students will understand the cognitive processes associated with the aesthetic domain of learning and how these processes can be stimulated through appropriate verbal responses, lesson planning and open-ended projects.</p>		
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		<p>projects and open ended projects</p> <p>Week 12: Chapter 11 Practice elements of the logical-mathematical data bank Value of hands-on experiences in class lab and discussion Create a plan with everyday items in the environment practicing scientific problem solving</p>	<p>In week 12 activities, lectures and reading of chapter 11: The Cognitive Domain, the students will understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated through the practice of elements of the logical-mathematical data bank, a lab of learning the value of hands-on experiences and creating plans that use everyday items to practice scientific problem solving.</p>		
5F	<p>design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests</p>	<p>Week 3: Chapter 2 Triad role play with child, teacher, and observer of teaching strategies: invitations, behavior and paraphrasing reflections, modeling, effective praise, telling/informing/explaining, do-it signals, challenges, questions and silence. Familiarize with Early learning standards through assigned questions and presentation of findings.</p>	<p>Week 3 activities, lectures and reading chapter 2 on Teaching and Learning in Developmentally Appropriate Programs will support students in design teaching strategies to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests. The students will use instructional strategies by design in the triad role play to achieve different instructional</p>	<p>Develop, implement and evaluate teaching strategies, methods and learning experiences that will support and extend young children's development in the following areas: physical, cognitive, language, social</p>	<p>ZHAWEN INDIWIN – Compassion</p>



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		<p>Week 5: Chapter 4 Bring children’s songs and action rhymes. Practice in groups. Compile songs including songs with Ojibwemowin or Anishinaabe Cultural topics. Develop simple transitions to group time. KWHLH formula brainstorming group experience Create group time agenda and rehearse group time with agenda, materials and transitions Components of effective group times: scenarios identify openings, body and closing for topic including transitions.</p>	<p>developmental stages, prior knowledge, learning styles, and interests.</p> <p>Week 5 activities, lectures and reading of chapter 4 Planning and Implementing Effective Group Time Activities will support student’s design of teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests. The compilation and practice of songs and transition resources connect to designing teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests through music and rhythm. The KWHLH (Know-Want to Know-How to Learn-Learned-How we learned) method is a teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge,</p>		
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		<p>Week 6: Chapter 5 Construct several activities across the domains with the same materials. Generate reasoned alternatives to practical implementation problems. Observe carefully and compare center setups and use of centers (Discussion and written assignment) Recognizing levels of abstractness of various materials Constructed Response around space and centers</p> <p>Week 10: Chapter 9 Practice using appropriate verbal responses to children's art</p>	<p>learning styles, and interests. Students will then work through scenarios that allow them to design teaching strategies and materials to achieve different instructional purposes and to consider how this meets student needs including developmental stages, prior knowledge, learning styles, and interests.</p> <p>The week 6 activities, lectures and reading of chapter 5, Organizing Space and Materials, will support students in understanding design of teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.</p> <p>In week 10 activities, lectures and reading of chapter 9: The Aesthetic Domain, students will design teaching strategies and materials to achieve instructional</p>		
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		<p>Create a lesson meeting standards or indicators focused on commonly used terms in the arts, materials and multiple ways to reach the standard or goal.</p> <p>Compare and Contrast teacher directed projects and open ended projects</p> <p>Week 14: Chapter 13 Using reference documents “Developmental sequence of Kicking” and “Developmental sequence of catching” Role play various levels. Answer discussion questions. Use knowledge of developmental sequences to plan activity. Include challenge for advanced skills and simplification for less able children. Use observe, imitate, practice and adapt.</p>	<p>purposes and to meet student needs in the aesthetic domain including developmental stages, prior knowledge, learning styles, and interests.</p> <p>Week 14 activities, lectures and reading chapter 13: The Physical Domain will support design teaching strategies and materials to achieve instructional purposes in the physical domain and to meet student needs including developmental stages (sequences), prior knowledge, learning styles, and interests.</p>		
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5G	use multiple teaching and learning strategies to engage student s in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources	Week 3: Chapter 2 Triad role play with child, teacher, and observer of teaching strategies: invitations, behavior and paraphrasing reflections, modeling, effective praise, telling/informing/expl aining, do-it signals, challenges, questions and silence. Familiarize with Early learning standards through assigned questions and presentation of findings.	Week 3 activities, lectures and reading chapter 2 on Teaching and Learning in Developmentally Appropriate Programs will support students in using multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities. The students will use multiple teaching and learning strategies in the triad role play that are ways to engage student s in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources. Students will review the standards and indicators of progress for Minnesota to find the connections between using multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem	Utilize multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources	AANGW AAMIZI WIN – <i>Diligence and caution</i>
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		<p>Week 4: Chapter 3 Small group practice writing sequenced objectives for activity plans. Matching Objectives to Procedures activity Small group activity Review Plans for accuracy. Correct inaccuracies. Whole Group Problem-Solving Activity Practice</p>	<p>solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.</p> <p>Week 4 activities, lectures and chapter 3 Planning and Implementing Effective Small Group Activities supports use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.</p>		
		<p>Week 5: Chapter 4 Bring children's songs and action rhymes. Practice in groups. Compile songs including songs with Ojibwemowin or Anishinaabe Cultural topics. Develop simple transitions to group time. KWLH formula brainstorming group experience Create group time agenda and rehearse group time with agenda, materials and transitions</p>	<p>Week 5 activities, lectures and reading of chapter 4 Planning and Implementing Effective Group Time Activities will support student's using multiple teaching and learning strategies to engage children in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help children assume responsibility</p>		



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		<p>Components of effective group times: scenarios identify openings, body and closing for topic including transitions.</p>	<p>for identifying and using learning resources. The compilation and practice of songs and transition resources connect to one teaching and learning strategy that engages children in active learning opportunities. The KWHLH (Know-Want to Know-How to Learn-Learned-How we learned) supports use multiple teaching and learning strategies to engage children in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.</p> <p>Students will then work through scenarios that allow them to use multiple teaching and learning strategies to engage student s in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities.</p> <p>The week 6 activities, lectures and reading of chapter 5, Organizing</p>		
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		<p>Week 6: Chapter 5 Construct several activities across the domains with the same materials. Generate reasoned alternatives to practical implementation problems. Observe carefully and compare center setups and use of centers (Discussion and written assignment) Recognizing levels of abstractness of various materials Constructed Response around space and centers</p> <p>Week 10: Chapter 9 Practice using appropriate verbal responses to children's art Create a lesson meeting standards or indicators focused on commonly used terms in the arts, materials and multiple ways to reach the standard or goal. Compare and Contrast teacher directed</p>	<p>Space and Materials, will support students in understanding the use multiple teaching and learning strategies to engage student s in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources. Students in this week will learn about instructional strategy of setting up learning spaces and materials which promotes student learning through the environment and supports children assuming responsibility for identifying and using learning resources.</p> <p>In week 10 activities, lectures and reading of chapter 9: The Aesthetic Domain, students will use multiple teaching and learning strategies to engage student s in active learning opportunities in the aesthetic domain that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility</p>		
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		<p>projects and open ended projects</p> <p>Week 12: Chapter 11 Practice elements of the logical-mathematical data bank Value of hands-on experiences in class lab and discussion Create a plan with everyday items in the environment practicing scientific problem solving</p> <p>Week 13: Chapter 12 Sequence of emergent writing through evaluating samples and evident characteristics Experience literacy rotations and discuss Create a lesson connecting literacy across curriculum and</p>	<p>for identifying and using learning resources.</p> <p>In week 12 activities, lectures and reading of chapter 11: The Cognitive Domain, the students will use multiple teaching and learning strategies to engage children in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help children assume responsibility for identifying and using learning resources.</p> <p>In week 13 the activities, lectures and reading of chapter 12: The Language domain will helps students to use multiple teaching and learning strategies including literacy rotations, and creating lessons that are cross curricular to engage children in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.</p>		
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			Students will understand the sequence of emergent writing, experience literacy rotations and discuss the influence on learning and will create lessons connecting literacy across curriculum.		
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Subpart 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8A	understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals	<p>Week 4: Chapter 3 Small group practice writing sequenced objectives for activity plans. Matching Objectives to Procedures activity Small group activity Review Plans for accuracy. Correct inaccuracies. Whole Group Problem-Solving Activity Practice</p> <p>Week 5: Chapter 4 KWHLH formula brainstorming group experience Create group time agenda and rehearse group time with agenda, materials and transitions Components of effective group times: scenarios identify openings, body and closing for topic including transitions.</p>	<p>Week 4 activities, lectures and chapter 3 Planning and Implementing Effective Small Group Activities supports understanding learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.</p> <p>Week 5 activities, lectures and reading of chapter 4 Planning and Implementing Effective Group Time Activities will support student's understanding of learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals. The KWHLH (Know-Want to Know-How to</p>	Compile curriculum planning and learning resources	GIKENDA ASOWIN – Knowing knowledge
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			<p>Learn-Learned-How we learned) supports the understanding of learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals. Students will then work through scenarios that allow them to see learning theory, subject matter, curriculum development, and student development though the process of planning and implementing group activities. This knowledge in planning instruction will lead to ways to meet curriculum goals.</p>		
		<p>Week 6: Chapter 5 Construct several activities across the domains with the same materials. Generate reasoned alternatives to practical implementation problems. Observe carefully and compare center setups and use of centers (Discussion and written assignment) Recognizing levels of abstractness of various materials</p>	<p>The week 6 activities, lectures and reading of chapter 5, Organizing Space and Materials, will support students in understanding learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals. Students in this week will learn about instructional strategy of setting up learning spaces and materials which through the</p>		



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		<p>Constructed Response around space and centers</p> <p>Week 10: Chapter 9 Practice using appropriate verbal responses to children's art Create a lesson meeting standards or indicators focused on commonly used terms in the arts, materials and multiple ways to reach the standard or goal. Compare and Contrast teacher directed projects and open ended projects</p> <p>Week 13: Chapter 12 Sequence of emergent writing through evaluating samples and evident characteristics Experience literacy rotations and discuss. Create a lesson connecting literacy across curriculum and Identify ways to assess growth in the activity</p>	<p>understanding of learning theory, subject matter and student development will help children to meet curriculum needs.</p> <p>In week 10 activities, lectures and reading of chapter 9: The Aesthetic Domain, students will understand learning theory, subject matter, curriculum development, and student development as it relates to the aesthetic domain and know how to use this knowledge in planning instruction to meet curriculum goals.</p> <p>In week 13 the activities, lectures and reading of chapter 12: The Language domain will help students understand learning theory, subject matter in relationship to literacy, language and written communication, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals. Students will understand the sequence of emergent writing, experience literacy</p>		
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		<p>Week 14: Chapter 13 Using reference documents “Developmental sequence of Kicking” and “Developmental sequence of catching” Role play various levels. Answer discussion questions. Use knowledge of developmental sequences to plan activity. Include challenge for advanced skills and simplification for less able children. Use observe, imitate, practice and adapt.</p> <p>Week 15: Chapter 14 Practice planning activities using social studies content on lesson plan format</p>	<p>rotations and discuss the influence on learning and will create lessons connecting literacy across curriculum.</p> <p>Week 14 activities, lectures and reading chapter 13: The Physical Domain will support understand learning theory as it relates to subject matter, curriculum development, and student development in the physical domain and know how to use this knowledge in planning instruction to meet curriculum goals.</p> <p>In week 15 the activities, lectures and reading of chapter 14: The Social Domain, students will understand learning theory as it relates to subject matter, curriculum development, and student development in the social domain and know how to use this knowledge in planning instruction to meet curriculum goals.</p>		
8G	evaluate plans in relation to short-range and long-	Week 5: Chapter 4	Week 5 activities, lectures and reading of chapter 4 Planning and	Evaluate plans in relation to short-range	AANG WAAMI ZIWIN



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	<p>range goals, and systematically adjust plans to meet student needs and enhance learning</p>	<p>KWHLH formula brainstorming group experience Create group time agenda and rehearse group time with agenda, materials and transitions Components of effective group times: scenarios identify openings, body and closing for topic including transitions.</p> <p>Week 6: Chapter 5 Construct several activities across the domains with the same materials. Generate reasoned alternatives to practical implementation problems. Observe carefully and compare center setups and use of centers (Discussion and written assignment)</p>	<p>Implementing Effective Group Time Activities will support student's evaluation of plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning. The KWHLH (Know-Want to Know-How to Learn-Learned-How we learned) supports a method to evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning. Students will then work through scenarios that allow them to see and evaluate plans in relation to short-range and long-range goals.</p> <p>The week 6 activities, lectures and reading of chapter 5, Organizing Space and Materials, will support students in understanding how to evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning from the learning environment including centers and materials.</p>	<p>and long-range goals, and systematically adjust plans to meet student needs and enhance learning.</p>	<p><i>Diligence and caution</i></p>
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		<p>Recognizing levels of abstractness of various materials Constructed Response around space and centers</p> <p>Week 8: Chapter 7 NAEYC's Program Standard 4 assessment guide familiarity questions Practice reading accuracy assessment and documenting progress.</p> <p>Week 13: Chapter 12 Sequence of emergent writing through evaluating samples and evident characteristics Experience literacy rotations and discuss Create a lesson connecting literacy across curriculum and Identify ways to assess growth in the activity</p>	<p>In week 8 through the activities, lectures and reading of chapter 7: Assessing and evaluating children's learning, students will evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.</p> <p>In week 13 the activities, lectures and reading of chapter 12: The Language domain , students will evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet goals in the language domain. Students will understand the sequence of emergent writing, experience literacy rotations and discuss the influence on learning and will create lessons connecting literacy across curriculum. Students will assess growth in the activities that they have designed.</p>		
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Course Requirements & Assessment descriptions:



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Requirements and Points:

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

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

Grade	%
A	100-90
B	89-80
C	79-70
D	69-60

Course Schedule: Please attach the course schedule/outline

Week	Class Activity-Topic	Assignment: Due
Week 1	Overview of Syllabus and course expectations Introduction	Introduction Matching Various forms of programs with Descriptions Explore High Quality program impacts and Poor-Quality Impacts
Week 2	Developmentally Appropriate Practice	Chapter 1 Review Brochures or websites from Programs/Schools for evidence of Developmentally Appropriate Practices Small groups: What would you see in my program or classroom based on DAP principles? (Separate by Preschool and Primary)



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<p>Week 3</p>	<p>Teaching and Learning in Developmentally Appropriate Programs</p>	<p>Chapter 2 Triad role play with child, teacher, and observer of teaching strategies: invitations, behavior and paraphrasing reflections, modeling, effective praise, telling/informing/explaining, do-it signals, challenges, questions and silence. Familiarize with Early learning standards through assigned questions and presentation of findings. Learning Strengths related to Multiple Intelligences activity</p>
<p>Week 4</p>	<p>Planning and Implementing Effective Small Group Activities</p>	<p>Chapter 3 Small group practice writing sequenced objectives for activity plans. Matching Objectives to Procedures activity Small group activity Review Plans for accuracy. Correct inaccuracies. Whole Group Problem-Solving Activity Practice</p>
<p>Week 5</p>	<p>Planning and Implementing Effective Group Time Activities</p>	<p>Chapter 4 Bring children's songs and action rhymes. Practice in groups. Compile songs including songs with Ojibwemowin or Anishinaabe Cultural topics. Develop simple transitions to group time. KWHLH formula brainstorming group experience Create group time agenda and rehearse group time with agenda, materials and transitions Components of effective group times: scenarios identify openings, body and closing for topic including transitions.</p>



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<p>Week 6</p>	<p>Organizing Space and Materials</p>	<p>Chapter 5 Construct several activities across the domains with the same materials. Generate reasoned alternatives to practical implementation problems. Observe carefully and compare center setups and use of centers (Discussion and written assignment) Recognizing levels of abstractness of various materials Constructed Response around space and centers</p>
<p>Week 7</p>	<p>Child Guidance in Early Childhood Classrooms</p>	<p>Chapter 6 Practice giving Positive Directions Recognize authoritative teaching behaviors in scenarios using Authoritative Teaching Continuum Matrix</p>
<p>Week 8</p>	<p>Assessing and Evaluating Children's Learning</p>	<p>Chapter 7 NAEYC's Program Standard 4 assessment guide familiarity questions Practice reading accuracy assessment</p>
<p>Week 9</p>	<p>Strengthening Developmentally Appropriate Programs Through Family Engagement</p>	<p>Chapter 8 Recall strategies for parent engagement Write an annual plan of family engagement</p>
<p>Week 10</p>	<p>The Aesthetic Domain</p>	<p>Chapter 9 Practice using appropriate verbal responses to children's art Create a lesson meeting standards or indicators focused on commonly used terms in the arts, materials and multiple</p>



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		ways to reach the standard or goal. Compare and Contrast teacher directed projects and open ended projects
Week 11	The Affective Domain	Chapter 10 Connect children's literature to goals in the affective domain exploration and discussion
Week 12	The Cognitive Domain	Chapter 11 Practice elements of the logical-mathematical data bank Value of hands-on experiences in class lab and discussion Create a plan with everyday items in the environment practicing scientific problem solving
Week 13	The Language Domain	Chapter 12 Sequence of emergent writing through evaluating samples and evident characteristics Experience literacy rotations and discuss Create a lesson connecting literacy across curriculum and Identify ways to assess growth in the activity
Week 14	The Physical Domain	Chapter 13 Using reference documents "Developmental sequence of Kicking" and "Developmental sequence of catching" Role play various levels. Answer discussion questions. Use knowledge of developmental sequences to plan activity. Include challenge for advanced skills and simplification for less able children. Use observe, imitate, practice and adapt.
Week 15	The Social Domain	Chapter 14



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		Practice planning activities using social studies content on lesson plan format.
Week 16	Final: Integrating Curriculum	Chapter 15 and 16 Write a detailed lesson plan that promotes pretend play, self-sustaining and related to a theme. Topic Web, Terms, facts and Principles (TFP)

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:



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- *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.

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](#)

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

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

Professional Outcome: [Transformational Leadership](#)

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

AANGWAAMIZIWIN – Diligence and Caution

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

Disposition: [Ethical Behavior](#)

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

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

Professional Outcome: [Ethical Practitioner](#)

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

DEBWEWIN – Honesty and Integrity

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

Disposition: [Data-Informed Practice](#)

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

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



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Professional Outcome: Assessment and Use of Data

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

ZAAGI' IDIWIN – Loving and Caring

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

Disposition: Equity, Social Justice, and Inclusion

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

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

Professional Outcome: Diversity

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

ZHAWENINDIWIN – Compassion

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

Disposition: Life-long Learner

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school- home relationships.
- 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.



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

SEP: 8710.2000 Standards of Effective Practice

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
3E	Assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains
4K	identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs
5B	understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated
5F	design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests
5G	use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources
8A	understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals
8G	evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning

Reference List:

Kostelnik, M. Soderman, A., et al. (2018) *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education*, 7th Ed. Pearson

<https://education.mn.gov/MDE/dse/indian/teach/> (Indian Education Minnesota Department of Education Teaching and Learning Resources)