



# Fond du Lac Tribal and Community College Elementary Education Program



Course Number: EDU 3101

Course Title: Language Arts Method II

Faculty Name: Dawn Quigley, PhD

MTC Goal Area: \_\_\_\_\_

Credits: 3 Pre-requisites: Language Arts Methods I Co-requisites: \_\_\_\_\_

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

Field Experience/Student Teaching? Yes: X No:   

Number of hours/week: Yes: 15 Hours No:   

### Course Description:

The second of a two-course sequence in literacy methods extends the examination of reading, writing, listening, speaking, and viewing competencies by focusing on learners, grades K-6. Emphasis is placed upon strategies for expanding purposes and genres, integration of assessment and instruction, and teaching for self-regulation of comprehension, composing, and editing strategies.

**Fifteen (15) hours of clinical experience with grades K-6 students are required.**

**EMSP Registration** This course has a field experience component and requires documentation of liability insurance prior to going into the field. Joining the Education Minnesota Student Program (EMSP) is the recommended method to acquire your liability insurance for field experiences and student teaching.

EMSP membership follows the academic year, so it is valid from August 31 to September 1.

**Background checks** You will need to complete a background check before going into the classroom. If you have already done so this year you do not need to do another.

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

#### Course Materials

Cecil, N. L., Gipe, J. P., & Merrill, M. (2017). *Literacy in grades 4-8: Best practices for a comprehensive program*. Routledge.

- Fisher, D. & Frey, N. (2007). *Scaffolded writing instruction: Teaching with a gradual-release framework (Teaching Strategies)*. New York, NY: Scholastic Publication.
- <https://www.readingrockets.org/sites/default/files/DyslexiaToolkit.pdf> [PDF]. (n.d.). National Center for Learning Disabilities.
- *Teaching Reading Sourcebook*. Bill Honig, Linda Diamond, Linda Gutlohn. Arena Press/Academic Therapy Publications © 2018 by CORE, Inc. ISBN 978-1-63402-235-4



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- Rasinski, T. (2010). *The fluent reader: Oral & silent reading strategies for building fluency, word recognition & comprehension* (2nd ed.). New York, NY: Scholastic Publication.
- Serravallo, J. (2015). *The Writing Strategies Book*. Portsmouth, NH: Heinemann.
- Sprenger, M. (2014). *Vocab rehab: How do I teach vocabulary effectively with limited time?* ASCD Arias: Association for Supervision & Curriculum Development.

### ***Textbook from the previous course - EDU 3100:***

- Bear, D. R., Templeton, S., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling* (5th ed.). Boston, MA: Pearson.
- Serravallo, J. (2015). *The reading strategies book: Your everything guided to developing skilled readers*. Portsmouth, NH: Heinemann

### **Course Content:**

1. Meta-knowledge Concerning Literacy
2. Review and Consolidation of Early Literacy Instruction
3. Vocabulary Instruction and Development
4. Text Comprehension and Complexity
5. Expressive Language Arts: Writing, Speaking & Visual Language
6. Speaking & Visual language production processes and instruction
7. Academic language
8. Emergent bilingual learners (Ojibwe)
9. Informational Reading and Study Skills
10. Technology used in literacy
11. Motivation and Identity as Readers and Writers
12. Assessment Issues & the Reading Achievement Gap
13. Literacy Coaching in a Co-Teaching Classroom
14. Understanding, recognizing, and applying adaptive lessons plans to support students with Dyslexia
15. CFAST Preparation



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### Outcomes and Assessments

#### Learning Outcomes:

1. Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.
2. Use a variety of media and educational technology and apply to enrich learning opportunities.
3. Create and design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress
4. Explain the purpose of and differences between assessment and evaluation
5. Demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them
6. Analyze the foundations of reading processes, development, and instruction
7. Apply a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction
8. Apply a variety of assessment tools and practices to plan and evaluate effective reading instruction
9. Create a literate and motivating environment that fosters reading for all students by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments
10. Demonstrate a view of professional development as a career-long effort and responsibility

#### Cultural Standards:

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

Cultural Standard (must meet 3 of 7)	Learning Outcomes that Align to Cultural Standards (two for each standard) The student will:	Cultural Assessment Description
<p><b>1. GIKENDAASOWIN – Knowing Knowledge</b> To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.</p> <p><u>Disposition: Integrates Content and Pedagogical Knowledge</u> Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:</p> <ul style="list-style-type: none"> <li>• <i>Technology:</i> Use technology effectively to improve student learning.</li> <li>• <i>Theory to Practice:</i> Applies current theory, research, and best practices to improve one’s professional practice as a teacher.</li> <li>• <i>Critical and Connected Thinking:</i> Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.</li> </ul>	<p>Develop, implement, and evaluate lesson plans (assessed with lesson plan rubric) that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.</p> <p>Create a literate and motivating environment that fosters reading for all students by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments</p>	<p>Develop lesson plan (assessed with lesson plan rubric) that utilizes content knowledge, pedagogical knowledge, and Ojibwe language and culture integration.</p> <p>Develop and maintain a digital literacy blog that supports differentiated learning at home and school, establishes communication with families, and integrates Ojibwe language and cultural learning activities and approaches across settings.</p>



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<ul style="list-style-type: none"> <li>• <i>Reflective Practice</i>: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.</li> </ul> <p><u>Professional Outcome</u>: <b>Content and Pedagogical Knowledge</b> To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.</p>		
<p><b>4. AANGWAAMIZIWIN – Diligence and Caution</b></p> <p>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.</p> <p><u>Disposition</u>: <b>Ethical Behavior</b> Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.</p> <ul style="list-style-type: none"> <li>• Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.</li> <li>• 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.</li> <li>• 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).</li> </ul> <p><u>Professional Outcome</u>: <b>Ethical Practitioner</b></p> <ul style="list-style-type: none"> <li>• To develop teachers’ capacity to be ethically responsive in respecting their role as an educator and understanding community needs.</li> </ul>	<p>Use a variety of media and educational technology and apply to enrich learning opportunities</p> <p>Demonstrate a view of professional development as a career-long effort and responsibility</p>	<p>Reflective journals, SMART goal-setting assignment, and research projects that help develop teachers who value and utilize continuous learning as a means to enhance ethical and responsive practices that impact students, families, school environment, and the community.</p> <p>Develop and maintain a digital literacy blog that supports differentiated learning at home and school, establishes communication with families, and integrates Ojibwe language and cultural activities and approaches across settings.</p> <p>Collegiate demonstrations and discussions of instructional strategies that integrate the Ojibwe language and culture.</p>
<p><b>6. ZAAGI’ IDIWIN – Loving and Caring</b></p> <p>To encourage the teacher candidates’ development of healthy, caring relationships built on respect for all.</p> <p><u>Disposition</u>: <b>Equity, Social Justice, and Inclusion</b> Teacher candidates demonstrate fairness, empathy, and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.</p> <ul style="list-style-type: none"> <li>• Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.</li> <li>• Advocates for and supports Indigenous and other diverse communities and individuals.</li> <li>• Respects the dignity and essential worth of all individuals.</li> <li>• <b>Interacts with sensitivity to community and cultural norms.</b></li> </ul>	<p>Apply a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction</p> <p>Create and design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.</p>	<p>Application of instructional practices, approaches, methods, and curriculum materials within the clinical and collegiate classroom settings that integrate the Ojibwe language and Anishinaabe ways of learning.</p> <p>Design lesson plan (assessed with lesson plan rubric) and activities for differentiated instruction for individuals, small groups, and the whole group.</p> <p>Successful application of carefully crafted lessons and activities will promote a sense of value and respect toward all learners.</p>



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<ul style="list-style-type: none"> <li>• Values and responds to all aspects of a child’s developmental well-being (cognitive, emotional, psychological, social, and physical).</li> <li>• Promotes the diversity of opinions, ideas, and backgrounds.</li> </ul> <p><u>Professional Outcome:</u> <a href="#">Diversity</a></p> <ul style="list-style-type: none"> <li>• Promote teachers’ acceptance and respect of the diversity within their school, community and environment.</li> </ul>		
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### Course Requirements & Assessment descriptions:

1. **D2L Flipped Classroom Presentation and Discussions:** This course will be using the flipped classroom model, which means there will be assigned reading tasks to be concluded prior to class. Each classroom presentation will be mainly content-based, declarative knowledge, with guided notes to ensure a foundational understanding of the course material. Class time will be used to apply knowledge through class discussion, activity and instructional strategy practice.
2. **Reading assignments:** Reading assignments will be announced during the class and posted on D2L. Each reading assignment includes a field activities assignment and reflection. Students, even when absent, are expected to return to class with assignments completed.
3. **Assignments:** All assignments are due on the designated date. In addition, all assignments, such as reflection journals and lesson plans, will adhere to CFAST requirements. Editing & Polish: Unless indicated as preliminary rough drafts, assignments are expected to exhibit professional pride and polish. Spelling and conventions such as capitalization, usage, and grammar will be checked and counted on everything, whether explicitly stated on the scoring guide or not.

### **FDLTCC statements:**

#### **Academic Honesty and Integrity**

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

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

Violations of academic integrity or other forms of misconduct may result in serious consequences. These can include receiving a failing grade ("F") for the course and may also lead to additional disciplinary



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actions as outlined by Fond du Lac Tribal and Community College and the Minnesota State system. For full details, please refer to the [Student Code of Conduct Policy](#).

### **Accessibility Services Notice**

Fond du Lac Tribal and Community College is committed to providing equitable access to learning opportunities for all students. The Minnesota Respond, Innovate, Succeed, and Empower (RISE) Act requires our college to clearly write the process and rights of each student in plain language making self-disclosure by a student with a sufficient disability to start the interactive process. The RISE Act still honors and follows the Federal Disabilities laws- ADA and Section 504 of the Rehabilitation Act. FDLTCC provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable accommodation to participate in educational programs, activities, or services. Students must contact Trish Berger, our Accessibility Coordinator, to create an accommodation plan with reasonable accommodations. The student will decide which courses the accommodations will be used for and give permission for the instructors to receive the accommodations. The student will then have a discussion with the instructor to activate these accommodations. Students requiring accommodations must first complete an intake form and meet with Trish Berger, Accessibility Coordinator, to establish an accommodation plan. She can be reached at [trish.berger@fdltcc.edu](mailto:trish.berger@fdltcc.edu) or 218-879-0864. For more information, please visit <https://fdltcc.edu/student-support/accessibility-services/>

### **Sexual Violence**

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

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

Student success is at the heart of what Fond du Lac Tribal and Community College staff, faculty and administration strive to achieve. To help support our students in their educational journeys, FDLTCC uses a communication platform called North Star. Students can raise their hands for support, set up



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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.

### Requirements and Points:

- Seesaw Assignments 14 @ 20 pts. (140 pts)
- Participation-Attendance and class participation (70 pts)
- End of Chapter Questions 14 @ 5 pts. (70 pts)
- Reflection Journal (Seesaw Blog Posts) 10 @ 10 pts. (100 pts.)
- Literature Circle Lesson (Clinical) (50 points)
- Science of Reading 5 elements Lesson plan (assessed with lesson plan rubric) (100 pts)
- Clinical 10 hours@10 pts each (100)
- Tutoring plan (70 points)
- Final Reflection paper: (100)
- Total points= 800

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

### EDU 3101 Language Arts Method II - Key Assignments with Standards and Rubrics

#### Assignment 1: Digital Literacy Blog (Seesaw Platform)

##### Purpose:

To create and maintain a comprehensive digital literacy platform that supports differentiated learning, establishes family communication, and integrates Ojibwe language and cultural learning activities across home and school settings.

##### Standards Alignment:

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge; AANGWAAMIZIWIN – Diligence and Caution
- SEP Standards: 5.K - Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning
- Subject Matter Standard: 3.A.6 - Apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences

##### Assignment Description:

Points: Ongoing throughout semester

Develop and maintain a digital literacy blog using the Seesaw platform that provides instructional videos, resources, Ojibwe language and cultural integration, assignments, activities, and assessment tools for differentiation through intervention, core instruction, enrichment, and advanced learning



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stimulation. The blog will integrate Ojibwe language and culture and include mini lesson teaching videos, assignments, and related digital activities that encompass all components of literacy instruction that are rigorous to stimulate advanced learning and differentiated to meet students' needs.

## Assignment Requirements Checklist:

### Content Requirements:

- Mini lesson teaching videos for all literacy components
- Differentiated assignments for intervention, core instruction, and enrichment
- Ojibwe language and cultural integration activities
- Assessment tools and rubrics
- Family communication posts and resources
- Interactive digital activities for students
- Standards-based supplemental resources

### Format Requirements:

- Professional Seesaw platform setup
- Clear navigation and organization
- High-quality video and audio content
- Accessible language for families
- Regular updates throughout semester
- Mobile-friendly design
- Privacy and safety considerations

## Reflections and Papers Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Focus &amp; Clarity</b>	Clear, insightful focus; ideas are well-developed and consistently relevant.	Mostly clear focus; ideas are relevant and mostly well-developed.	Focus is somewhat unclear or inconsistent; ideas may lack development	Lacks clear focus; ideas are underdeveloped or off-topic.



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<b>Structure</b>	Logical, coherent structure with strong transitions; easy to follow.	Generally well-organized; transitions are present but may be weak.	Organization is uneven; some transitions are missing or unclear.	Poorly organized; lacks clear transitions and logical flow.
<b>Content &amp; Insight</b>	Demonstrates deep understanding and original insight; strong engagement with topic.	Shows understanding and some insight; engages with topic.	Basic understanding; limited insight or engagement.	Minimal understanding; lacks insight or engagement.
<b>Evidence &amp; Support</b>	Strong, relevant evidence/examples support all claims; well-integrated.	Adequate evidence/examples support most claims; generally integrated.	Limited or somewhat irrelevant evidence; weak integration.	Little or no evidence; unsupported claims.
<b>Mechanics &amp; Style</b>	Virtually error-free; polished and engaging style.	Few errors; style is generally clear and appropriate.	Noticeable errors; style may be inconsistent or awkward.	Frequent errors; style is unclear or inappropriate.
<b>Reflection (if applicable)</b>	Thoughtful, personal reflection with meaningful connections to experience or learning.	Some personal reflection and connection to experience or learning.	Limited reflection; connections are vague or superficial.	Little or no reflection; lacks personal connection or depth.



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**Digital Literacy Blog Rubric**

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Technology Integration (SEP 5.K)	Expertly uses Seesaw platform with innovative features; demonstrates sophisticated understanding of digital tools for differentiated instruction across all learning models	Effectively uses Seesaw platform with appropriate features; shows solid understanding of digital tools for differentiation	Uses basic Seesaw features; some understanding of digital differentiation tools	Limited use of platform features; minimal understanding of digital differentiation
Ojibwe Language & Cultural Integration (Cultural Standards)	Authentically and meaningfully integrates Ojibwe language and culture throughout all content; demonstrates deep cultural understanding and respect	Appropriately integrates Ojibwe language and culture in most content; shows good cultural awareness	Some integration of Ojibwe language and culture; basic cultural understanding evident	Minimal or superficial cultural integration; limited cultural awareness
Differentiated Content (Subject Matter 3.A.6)	Creates sophisticated, multi-level content addressing intervention, core, and enrichment needs; demonstrates expert understanding of diverse learner needs	Creates appropriate differentiated content for most learner levels; shows solid understanding of diverse needs	Creates basic differentiated content; some understanding of learner differences	Limited differentiation; minimal understanding of diverse learner needs
Family Communication & Engagement	Establishes exceptional communication with families; content is highly accessible and engaging for home learning support	Establishes good communication with families; content is mostly accessible for home support	Some family communication evident; content somewhat accessible	Minimal family communication; content not accessible for home use



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Professional Quality & Organization	Content is expertly organized, professionally presented, and error-free; demonstrates sophisticated digital literacy skills	Content is well-organized and professional; shows good digital literacy skills	Content is adequately organized; basic digital literacy skills evident	Content lacks organization; poor digital literacy skills demonstrated



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### Subject Matter Standards Breakdown

#### 3.A.6 - Clinical Experience Application (Ongoing Assessment)

Performance Level	Evidence Required
Exemplary	Demonstrates sophisticated application of effective practice standards through innovative digital platform use; expertly connects clinical experiences with technology integration
Proficient	Shows solid application of practice standards through appropriate platform use; effectively connects clinical experiences with digital tools
Developing	Shows basic application of practice standards; some connection between clinical experiences and technology evident
Beginning	Shows minimal application of standards; limited connection between clinical work and digital platform

#### SEP 5.K - Educational Technology Integration (Platform Proficiency)

Performance Level	Evidence Required
Exemplary	Innovatively uses technology to deliver differentiated instruction at multiple levels; demonstrates expert understanding of digital tool applications for diverse learners
Proficient	Effectively uses technology for differentiated instruction; shows solid understanding of digital tools for varied learning needs
Developing	Uses basic technology features for some differentiation; limited understanding of digital tool applications
Beginning	Minimal technology use; poor understanding of differentiation through digital tools

### Required Digital Platform Components

#### Content Creation Requirements:

- Instructional Videos: Minimum 10 mini-lesson videos covering all literacy components
- Interactive Activities: Digital activities for each Science of Reading element
- Assessment Tools: Rubrics, checklists, and self-assessment tools for students
- Family Resources: Parent guides, home extension activities, and communication tools
- Cultural Integration: Ojibwe language lessons, cultural stories, and traditional knowledge connections
- Differentiated Materials: Content adapted for intervention, core, and enrichment levels

#### Technical Requirements:

- Platform Navigation: Clear, intuitive organization with logical content flow
- Multimedia Integration: High-quality audio, video, and interactive elements



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- Mobile Accessibility: Content optimized for various devices and screen sizes
- Privacy Compliance: Adherence to student privacy laws and school policies
- Regular Updates: Consistent content additions throughout semester
- User Engagement: Features that promote student and family interaction

### **Multisensory Integration Requirements**

#### **Visual Components (Required):**

- Graphic Organizers: Digital templates for literacy skill practice
- Interactive Charts: Visual displays for phonics patterns, vocabulary, and comprehension strategies
- Video Demonstrations: Clear visual modeling of literacy skills and strategies
- Digital Manipulatives: Virtual tools for phonemic awareness and word work
- Cultural Imagery: Authentic visual representations of Ojibwe culture and traditions

#### **Auditory Components (Required):**

- Audio Recordings: Clear pronunciation guides for phonics and vocabulary
- Read-Aloud Videos: Fluent reading demonstrations with expression
- Ojibwe Language Audio: Native speaker recordings for cultural integration
- Music Integration: Songs and chants for phonemic awareness and vocabulary
- Interactive Audio: Student recording capabilities for practice and assessment

#### **Kinesthetic/Interactive Components (Required):**

- Touch-Screen Activities: Interactive games and exercises for skill practice
- Movement Integration: Videos incorporating physical movement with learning
- Hands-On Demonstrations: Activities families can replicate at home
- Interactive Responses: Student ability to manipulate digital content
- Multi-Modal Options: Various ways for students to demonstrate learning

### **Cultural Integration Requirements**

#### **Ojibwe Language Integration:**

- Vocabulary Connections: Ojibwe words paired with English vocabulary instruction
- Traditional Stories: Digital storytelling incorporating cultural narratives
- Language Learning: Basic Ojibwe language lessons for families
- Cultural Context: Explanations of cultural significance and connections
- Community Voices: Integration of elder and community member perspectives

#### **Culturally Responsive Pedagogy:**

- Asset-Based Approach: Recognition of students' cultural and linguistic strengths
- Family Engagement: Meaningful involvement of families in learning process
- Community Connections: Links between school learning and community knowledge



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- Cultural Celebrations: Integration of seasonal and cultural events
- Identity Affirmation: Content that validates and celebrates diverse identities

### Assessment Integration Components

#### Formative Assessment Tools:

- Digital Exit Tickets: Quick checks for understanding after video lessons
- Interactive Quizzes: Self-paced assessments with immediate feedback
- Progress Tracking: Visual displays of student growth and achievement
- Peer Assessment: Tools for students to evaluate each other's work
- Self-Reflection: Digital journals and reflection prompts

#### Summative Assessment Options:

- Portfolio Collections: Digital portfolios showcasing student growth
- Performance Tasks: Complex activities demonstrating skill application
- Family Conferences: Digital tools for sharing student progress
- Standards-Based Rubrics: Clear criteria for evaluating student work
- Data Visualization: Charts and graphs showing learning progress

### Implementation & Reflection Requirements

#### Platform Development Process:

- Planning Phase: Detailed content mapping and technical requirements
- Creation Phase: Systematic development of all required components
- Testing Phase: Quality assurance and user experience evaluation
- Launch Phase: Rollout to students and families with training support
- Maintenance Phase: Ongoing updates and content additions

#### Reflection Documentation:

- Weekly Reflections: Regular analysis of platform effectiveness and user engagement
- Student Feedback: Collection and analysis of learner responses and suggestions
- Family Input: Documentation of parent and caregiver feedback and usage patterns
- Technical Analysis: Evaluation of platform performance and accessibility
- Cultural Responsiveness: Assessment of cultural integration effectiveness and authenticity

#### Self-Assessment Questions

#### Technology Integration:

1. How effectively does my digital platform demonstrate sophisticated use of educational technology to support differentiated learning?
  - Does my platform offer multiple levels of instruction and practice?
  - Are digital tools used innovatively to enhance learning outcomes?



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- How well does the technology support diverse learning styles and needs?
- 2. What evidence shows that my platform successfully delivers instruction at different levels and paces?
  - Can students access content appropriate to their individual needs?
  - Are there clear pathways for intervention, core instruction, and enrichment?
  - How does the platform accommodate different learning speeds and preferences?

### **Cultural Responsiveness:**

- 3. How authentically and meaningfully have I integrated Ojibwe language and culture throughout the platform?
  - Are cultural elements genuine and respectful rather than superficial?
  - Do I demonstrate deep understanding of cultural significance and context?
  - How have I ensured cultural accuracy and community voice in content creation?
- 4. What evidence demonstrates that my platform promotes cultural identity and family engagement?
  - How do families respond to and interact with cultural content?
  - Are students able to see themselves and their culture reflected in the materials?
  - What connections exist between home and school learning through the platform?

### **Educational Effectiveness:**

- 5. How well does my platform support all components of comprehensive literacy instruction?
  - Are all Science of Reading elements adequately represented and integrated?
  - Do activities and assessments align with learning objectives and standards?
  - How effectively does the platform support skill development and application?
- 6. What data and feedback indicate the platform's impact on student learning and family engagement?
  - How do students perform on assessments after using platform resources?
  - What evidence shows increased family involvement in literacy learning?
  - How has the platform influenced student motivation and engagement?

### **Professional Growth:**

- 7. What aspects of digital platform creation and management were most challenging, and how did I address them?
  - What technical skills did I need to develop or improve?
  - How did I ensure content quality and educational effectiveness?
  - What strategies did I use to maintain regular updates and engagement?
- 8. How has this experience enhanced my understanding of technology integration in literacy education?
  - What new insights have I gained about digital learning tools and their applications?
  - How will this experience influence my future teaching practice?
  - What additional skills or knowledge do I need to develop for effective technology integration?



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### Required Assessment Components:

- Platform Proficiency: Effective use of Seesaw features for educational purposes
- Cultural Integration: Meaningful incorporation of Ojibwe language and cultural elements
- Differentiation Evidence: Clear examples of content adapted for different learning levels
- Family Engagement: Documentation of family interaction and feedback
- Professional Standards: High-quality, error-free content with appropriate formatting
- Student Impact: Evidence of student engagement and learning through platform use

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### Assignment 2: Guided Reading Lesson Plans

#### Purpose:

To design, implement, and evaluate differentiated guided reading lessons that meet individual student needs based on reading levels and comprehension strategies while integrating cultural responsiveness; also explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;

#### Standards Alignment:

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge; ZAAGI'IDIWIN – Loving and Caring
- SEP Standards: 8.E - Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students
- Subject Matter Standard: 3.B.2 - Understand and apply teaching methods related to the developmental stages of language; 3.C.4e - Knowledge of the foundations of reading processes, development, and instruction, including the development of reading fluency

#### Assignment Description:

Points: 25 points per lesson

Design and implement **guided reading lessons** differentiated for groups of students based upon reading level or strategy comprehension. Use formal reading assessments (BAS or equivalent) to determine appropriate instructional and independent level texts. Include explicit instruction in reading comprehension strategies and build activities for receptive **oral language (listening), expressive oral language (talking), and receptive written language (reading)** to collectively increase reading fluency.

#### Assignment Requirements Checklist:

##### Content Requirements:

- Pre-assessment data to inform lesson design
- Clear learning objectives aligned to student needs
- Differentiated instruction for varied reading levels
- Explicit comprehension strategy instruction



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- Integration of listening, speaking, and reading activities
- Culturally responsive text selection
- Formative assessment throughout lesson
- Post-lesson conferring with individual students

### Format Requirements:

- Complete lesson plan format with all components
- MN standards alignment clearly stated
- Materials list and preparation notes
- Assessment rubric or checklist
- Reflection on lesson effectiveness
- Documentation of student responses
- Next steps for instruction identified

### Guided Reading Lesson Plan Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Assessment-Based Planning (Subject Matter 3.C.4e)	Expertly uses formal assessment data to design highly targeted lessons; demonstrates sophisticated understanding of reading development stages	Uses assessment data effectively to inform lesson design; shows solid understanding of reading development	Uses some assessment data; basic understanding of reading development evident	Limited use of assessment data; minimal understanding of reading development
Differentiated Instruction (SEP 8.E)	Expertly differentiates for multiple reading levels and learning needs; demonstrates sophisticated understanding of individual student needs	Effectively differentiates for different reading levels; shows good understanding of student needs	Some differentiation evident; basic understanding of varied student needs	Minimal differentiation; limited understanding of individual needs
Language Integration (Subject Matter 3.B.2)	Expertly integrates listening, speaking, and reading activities; demonstrates sophisticated understanding of language development hierarchy	Effectively integrates multiple language modalities; shows solid understanding of language development	Some integration of language activities; basic understanding of language development	Limited language integration; minimal understanding of development stages
Comprehension Strategy Instruction	Provides expert explicit instruction in comprehension strategies with	Provides clear explicit instruction in comprehension	Provides basic explicit instruction; some student	Limited or unclear strategy instruction;



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
	innovative engagement techniques Use graphic organizer.	strategies with good engagement	engagement evident	minimal student engagement
Cultural Responsiveness (Cultural Standards)	Authentically integrates cultural perspectives and uses culturally relevant texts; demonstrates deep understanding of diverse learners	Appropriately incorporates cultural considerations; shows awareness of diverse learners	Some cultural awareness evident; limited integration of diverse perspectives	Minimal cultural responsiveness; no awareness of diverse learner needs

**Subject Matter Standards Breakdown**

**3.B.2 - Developmental Language Teaching Methods (10 points)**

Performance Level	Evidence Required
Exemplary	Demonstrates sophisticated understanding of language development hierarchy; expertly applies teaching methods for receptive/expressive oral and written language stages
Proficient	Shows solid understanding of language development; appropriately applies methods for different language stages
Developing	Shows basic understanding of language development; some application of appropriate methods
Beginning	Shows minimal understanding of development stages; inappropriate or missing methods

**3.C.4e - Reading Fluency Development (10 points)**

Performance Level	Evidence Required
Exemplary	Demonstrates expert understanding of fluency components (accuracy, pace, prosody); innovatively integrates fluency development throughout lesson
Proficient	Shows solid understanding of fluency development; effectively integrates fluency activities
Developing	Shows basic understanding of fluency; some integration of fluency activities
Beginning	Shows minimal understanding of fluency; limited or no fluency integration



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### SEP 8.E - Multi-Level Lesson Design (5 points)

Performance Level	Evidence Required
Exemplary	Expertly designs lessons operating at multiple levels; demonstrates sophisticated understanding of developmental and individual needs
Proficient	Effectively designs multi-level lessons; shows good understanding of individual needs
Developing	Designs some multi-level activities; basic understanding of individual differences
Beginning	Limited multi-level design; minimal understanding of individual needs

### Required Lesson Plan Components

#### Pre-Planning Documentation:

- Student Assessment Data: BAS scores, running records, and informal assessment results
- Group Composition Rationale: Clear explanation of student grouping based on data
- Text Selection Justification: Rationale for chosen text including level appropriateness and cultural relevance
- Learning Objectives: Specific, measurable goals aligned to student needs and standards
- Materials Preparation: Complete list of texts, manipulatives, and assessment tools

#### Lesson Structure Components:

- Before Reading (5-7 minutes): Text introduction, vocabulary preview, purpose setting
- During Reading (10-15 minutes): Guided practice with strategy instruction and support
- After Reading (8-10 minutes): Comprehension discussion, strategy application, extension
- Individual Conferencing (3-5 minutes per student): One-on-one assessment and feedback
- Assessment Integration: Ongoing formative assessment throughout all phases

#### Differentiation Components:

- Text Level Matching: Appropriate instructional level texts for each group member
- Strategy Scaffolding: Varied levels of support based on individual needs
- Response Options: Multiple ways for students to demonstrate understanding
- Cultural Connections: Integration of students' cultural and linguistic backgrounds
- Extension Activities: Enrichment for advanced learners and support for struggling readers

### Multisensory Integration Requirements

#### Visual Components (Required):

- Text Features Exploration: Visual examination of book covers, illustrations, and text structure
- Graphic Organizers: Visual tools for organizing thinking and comprehension around literature circles
- Strategy Anchor Charts: Visual reminders of comprehension strategies and processes
- Word Work Activities: Visual-kinesthetic activities for vocabulary and phonics



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- Cultural Imagery: Authentic visual representations when using culturally relevant texts

### **Auditory Components (Required):**

- Fluent Reading Modeling: Teacher demonstration of appropriate pace, accuracy, and expression
- Student Oral Reading: Opportunities for students to practice fluent reading aloud
- Discussion and Dialogue: Rich conversation about text meaning and connections
- Listening Comprehension: Activities that develop receptive language skills
- Audio Support: Use of recorded readings when appropriate for text access

### **Kinesthetic/Tactile Components (Required):**

- Text Manipulation: Physical interaction with books, page turning, and text tracking
- Hands-On Activities: Manipulatives for word work and comprehension activities
- Movement Integration: Appropriate physical movement during reading activities
- Interactive Response: Opportunities for students to physically demonstrate understanding
- Collaborative Learning: Partner and small group activities requiring interaction

### **Cultural Integration Requirements**

#### **Culturally Relevant Text Selection:**

- Diverse Authors: Books by authors from various cultural backgrounds, including Native American authors
- Cultural Authenticity: Texts that accurately represent cultural experiences and perspectives
- Student Identity Connections: Books that reflect students' cultural and linguistic backgrounds
- Universal Themes: Stories that connect across cultures while honoring specific traditions
- Contemporary and Traditional: Balance of modern and traditional cultural representations

#### **Culturally Responsive Teaching Practices:**

- Asset-Based Approach: Recognition and utilization of students' cultural and linguistic strengths
- Community Connections: Links between text content and students' community experiences
- Family Knowledge Integration: Incorporation of home and family wisdom into discussions
- Cultural Learning Opportunities: Chances for all students to learn about diverse cultures
- Identity Affirmation: Practices that validate and celebrate student identities

### **Assessment Integration Components**

#### **Pre-Assessment Requirements:**

- Formal Assessment Data: BAS, DIBELS, or equivalent standardized assessment results
- Informal Assessment: Running records, interest inventories, and observational data
- Background Knowledge Assessment: Evaluation of students' prior knowledge related to text
- Strategy Knowledge Check: Assessment of students' current comprehension strategy use
- Cultural and Linguistic Background: Understanding of students' home languages and cultures



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### **Formative Assessment During Lesson:**

- Observation Checklists: Systematic observation of student engagement and understanding
- Questioning Strategies: Strategic use of questions to assess comprehension and thinking
- Student Self-Assessment: Opportunities for students to evaluate their own understanding
- Peer Assessment: Structured opportunities for students to assess each other's work
- Exit Tickets: Quick assessments of lesson objectives and student learning

### **Post-Lesson Assessment:**

- Individual Conferencing: One-on-one assessment of strategy application and comprehension
- Running Records: Assessment of reading accuracy, fluency, and comprehension
- Strategy Application: Evaluation of students' independent use of taught strategies
- Next Steps Planning: Use of assessment data to plan future instruction
- Progress Monitoring: Documentation of student growth over time

### **Implementation & Reflection Requirements**

#### **Lesson Implementation Documentation:**

- Pre-Implementation Preparation: Evidence of thorough planning and material preparation
- During-Lesson Observations: Notes on student engagement, participation, and understanding
- Timing and Pacing: Documentation of lesson flow and time management
- Student Responses: Recording of student questions, comments, and reactions
- Adaptations Made: Real-time adjustments based on student needs and responses

#### **Post-Implementation Reflection:**

- Objective Achievement Analysis: Evaluation of whether learning goals were met
- Student Learning Evidence: Documentation of student growth and understanding
- Instructional Effectiveness: Analysis of teaching strategies and their impact
- Cultural Responsiveness Evaluation: Assessment of cultural integration effectiveness
- Next Steps Planning: Clear plans for follow-up instruction and skill development

#### **Professional Growth Documentation:**

- Theory-Practice Connections: Links between course content and lesson implementation
- Challenge Analysis: Identification and problem-solving of implementation challenges
- Success Celebration: Recognition of effective practices and positive outcomes
- Goal Setting: Establishment of specific goals for future lesson improvement
- Feedback Integration: Use of supervisor and peer feedback for professional growth



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### Self-Assessment Questions

#### Assessment-Based Planning:

1. How effectively did I use formal and informal assessment data to design targeted instruction?
  - Did my lesson objectives directly address identified student needs?
  - How well did I match text difficulty to student reading levels?
  - What evidence shows that my planning was data-driven rather than assumption-based?
2. How well did my lesson design reflect understanding of reading development stages?
  - Did I appropriately sequence instruction from simple to complex skills?
  - How effectively did I integrate multiple language modalities?
  - What evidence shows understanding of fluency development components?

#### Differentiation and Individual Needs:

3. How successfully did I differentiate instruction to meet diverse student needs?
  - Did all students have access to appropriate level instruction?
  - How effectively did I provide varied levels of support and challenge?
  - What evidence shows that individual learning differences were addressed?
4. How well did I integrate students' cultural and linguistic backgrounds into the lesson?
  - Did text selection reflect and honor student identities?
  - How authentically did I incorporate cultural perspectives?
  - What evidence shows that students felt valued and represented?

#### Instructional Effectiveness:

5. How effectively did I teach comprehension strategies through explicit instruction?
  - Were my strategy explanations clear and accessible to all students?
  - Did students demonstrate understanding and application of taught strategies?
  - How well did I model and scaffold strategy use?
6. What evidence demonstrates that students developed reading fluency through this lesson?
  - Did students show improvement in accuracy, pace, and/or expression?
  - How effectively did I integrate listening, speaking, and reading activities?
  - What data supports claims of fluency development?

#### Professional Growth and Reflection:

7. What aspects of guided reading instruction were most successful, and why?
  - Which teaching strategies produced the best student outcomes?
  - How did multisensory integration enhance student learning?
  - What evidence supports the effectiveness of my instructional choices?
8. What challenges did I encounter, and how will I address them in future lessons?
  - What didn't work as planned, and what were the contributing factors?
  - How can I better support struggling readers while challenging advanced students?
  - What additional skills or knowledge do I need to develop?
9. How does this lesson connect to broader literacy instruction and student development?
  - How will these skills transfer to independent reading and other contexts?



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- What are the logical next steps in these students' reading development?
- How can I communicate student progress to families and colleagues?

### Required Assessment Components:

- Pre-Assessment Documentation: Evidence of using formal assessment data to inform instruction
- Learning Objectives: Clear, measurable objectives aligned to student reading levels
- Strategy Instruction: Explicit teaching of specific comprehension strategies
- Language Development: Integration of listening, speaking, and reading activities
- Student Conferencing: Individual assessment of strategy application and fluency
- Cultural Integration: Use of culturally relevant texts and responsive teaching methods
- Reflection Analysis: Thoughtful evaluation of lesson effectiveness and next steps

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### Assignment 3: Vocabulary Mini-Lesson with Technology Integration

#### Purpose:

To design and implement explicit vocabulary instruction using research-based strategies while integrating technology and Ojibwe language connections to enhance student word knowledge and comprehension.

#### Standards Alignment:

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge
- SEP Standards: 5.K - Use educational technology to broaden student knowledge
- Subject Matter Standard: 3.C.5a-c - Knowledge of how to develop vocabulary knowledge, including understanding the critical role vocabulary knowledge plays in reading and providing explicit instruction in vocabulary development

#### Assignment Description:

Points: 20 points

Select a picture book or chapter book passage and design a strategy mini lesson to teach 4-5 Tier II vocabulary words. The lesson will include both explicit instruction of the tier II words as well as intentional planning for implicit teaching of select tier III words and their definitions. Include opportunities for integrating Ojibwe language and technology within the mini lesson framework. Teach the lesson in the clinical setting and create a supplemental digital activity for the Seesaw blog. **Need to make explicit connection to word or sentence level concepts.**

#### Assignment Requirements Checklist:

Content Requirements:

- Selection of appropriate text with rich vocabulary



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- Identification of 4-5 Tier II vocabulary words
- **Explicit instruction plan for target words, make explicit connection to word or sentence level concepts**
- Implicit instruction for Tier III words
- Ojibwe language connections where appropriate
- Technology integration (digital tools, apps, etc.)
- Assessment of student understanding
- Extension activity for Seesaw blog

### Format Requirements:

- Complete mini-lesson plan (15-20 minutes)
- Materials list including technology tools
- Vocabulary selection rationale
- Cultural integration explanation
- Assessment rubric or checklist
- Digital activity instructions
- Reflection on lesson implementation

### Vocabulary Mini-Lesson Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Vocabulary Selection & Instruction (Subject Matter 3.C.5a-c)	Expertly selects and teaches Tier II words with sophisticated explicit instruction; demonstrates deep understanding of vocabulary's role in reading; <b>make explicit connection to word or sentence level concepts</b>	Effectively selects and teaches appropriate vocabulary with clear explicit instruction; shows solid understanding of vocabulary importance	Selects appropriate words with basic explicit instruction; some understanding of vocabulary role evident	Poor word selection or unclear instruction; minimal understanding of vocabulary importance
Technology Integration (SEP 5.K)	Innovatively integrates technology to enhance vocabulary learning; demonstrates sophisticated understanding of digital tools for instruction	Effectively integrates appropriate technology; shows good understanding of digital enhancement	Some technology integration; basic understanding of digital tools	Minimal or inappropriate technology use; limited understanding of digital enhancement
Cultural Integration (Cultural Standards)	Authentically connects Ojibwe language and culture to vocabulary instruction; demonstrates deep cultural understanding	Appropriately integrates cultural connections; shows good cultural awareness	Some cultural connections evident; basic cultural understanding	Minimal cultural integration; limited cultural awareness



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Instructional Design & Engagement	Expertly designs engaging, multi-sensory vocabulary instruction with innovative strategies	Designs clear, engaging vocabulary instruction with effective strategies	Designs basic vocabulary instruction with some engagement strategies	Poor instructional design with minimal engagement
Assessment & Application	Includes sophisticated assessment of vocabulary understanding with multiple application opportunities	Includes clear assessment with good application opportunities	Includes basic assessment with some application	Limited or unclear assessment; minimal application opportunities

**Subject Matter Standards Breakdown**

**3.C.5a - Critical Role of Vocabulary Knowledge (5 points)**

Performance Level	Evidence Required
Exemplary	Demonstrates sophisticated understanding of vocabulary's critical role in reading comprehension; expertly explains connections between word knowledge and reading success
Proficient	Shows solid understanding of vocabulary importance; clearly explains role in reading achievement
Developing	Shows basic understanding of vocabulary role; some explanation of reading connections
Beginning	Shows minimal understanding of vocabulary importance; limited explanation of reading connections

**3.C.5b - Explicit Vocabulary Instruction (10 points)**

Performance Level	Evidence Required
Exemplary	Provides expert explicit instruction with innovative strategies for determining word meanings; demonstrates sophisticated understanding of systematic vocabulary teaching
Proficient	Provides clear explicit instruction with effective strategies; shows solid understanding of vocabulary teaching methods
Developing	Provides basic explicit instruction; some understanding of vocabulary teaching strategies
Beginning	Provides minimal explicit instruction; limited understanding of vocabulary teaching

**3.C.5c - Language Experience Opportunities (5 points)**



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Performance Level	Evidence Required
Exemplary	Creates sophisticated opportunities for early and continual language experiences; expertly models and teaches varied strategies for gaining word meaning
Proficient	Creates appropriate language experience opportunities; effectively models strategies for word meaning
Developing	Creates some language experiences; basic modeling of word meaning strategies
Beginning	Creates limited language experiences; minimal modeling of strategies

### Required Lesson Plan Components

#### Pre-Planning Documentation:

- Text Analysis: Thorough analysis of selected text for vocabulary richness and appropriateness
- Word Selection Rationale: Clear justification for Tier II word choices based on student needs and text importance
- Student Needs Assessment: Understanding of students' current vocabulary knowledge and cultural backgrounds
- Technology Integration Plan: Specific digital tools and their educational purposes
- Cultural Connection Strategy: Plan for authentic integration of Ojibwe language and culture

#### Lesson Structure Components:

- Hook/Engagement (2-3 minutes): Compelling introduction that activates prior knowledge
- **Explicit Instruction (8-10 minutes): Direct teaching of target vocabulary with multiple examples; make explicit connection to word or sentence level concepts**
- Guided Practice (5-7 minutes): Scaffolded practice with immediate feedback and support
- Technology Integration (Throughout): Seamless integration of digital tools to enhance learning
- Assessment Check (2-3 minutes): Quick assessment of vocabulary understanding and application

#### Instructional Strategy Components:

- Multiple Exposures: Various contexts and examples for each target word
- Student-Friendly Definitions: Clear, accessible explanations appropriate for grade level
- Visual Representations: Images, graphics, or demonstrations to support word meaning
- Contextual Usage: Examples of words used in meaningful sentences and situations
- Active Engagement: Opportunities for students to use words in speaking and writing

### Multisensory Integration Requirements

#### **Visual Components (Required):**

- Word Cards and Visual Displays: Clear, attractive visual representations of target vocabulary
- **Graphic Organizers:** Visual tools for organizing word meanings, synonyms, and connections
- Digital Presentations: Technology-enhanced visual displays of vocabulary concepts
- Contextual Images: Pictures or illustrations that support word meaning and usage



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- Cultural Imagery: Authentic visual representations when connecting to Ojibwe culture

### **Auditory Components (Required):**

- Clear Pronunciation Modeling: Accurate pronunciation of all target vocabulary words
- Varied Voice Modulation: Use of tone, pace, and emphasis to enhance word meaning
- Audio Technology: Digital tools that provide pronunciation support and examples
- Student Verbal Practice: Opportunities for students to say words aloud in context
- Listening Activities: Tasks that require students to identify and respond to target words

### **Kinesthetic/Tactile Components (Required):**

- Interactive Technology: Touch-screen activities and digital manipulatives
- Physical Gestures: Hand movements or actions that reinforce word meanings
- Manipulative Activities: Hands-on materials for vocabulary practice and application
- Movement Integration: Appropriate physical movement connected to word meanings
- Collaborative Activities: Partner and group work requiring physical interaction

### **Cultural Integration Requirements**

#### **Ojibwe Language Connections:**

- Vocabulary Bridges: Connections between English target words and Ojibwe equivalents when appropriate
- Cultural Context: Explanation of cultural significance and traditional usage of concepts
- Community Knowledge: Integration of traditional ecological knowledge and cultural wisdom
- Language Comparison: Respectful exploration of similarities and differences between languages
- Elder Wisdom: Incorporation of traditional teachings and community perspectives when relevant

#### **Culturally Responsive Teaching Practices:**

- Asset-Based Approach: Recognition of students' home language and cultural knowledge as strengths
- Cultural Relevance: Selection of vocabulary that connects to students' lived experiences
- Identity Affirmation: Practices that validate and celebrate diverse linguistic backgrounds
- Community Connections: Links between vocabulary learning and community experiences
- Family Engagement: Extension activities that involve families in vocabulary learning

### **Assessment Integration Components**

#### **Formative Assessment Strategies:**

- Quick Checks: Frequent, brief assessments of vocabulary understanding throughout lesson
- Student Self-Assessment: Opportunities for students to evaluate their own word knowledge
- Peer Assessment: Structured activities for students to assess each other's vocabulary use
- Digital Assessment Tools: Technology-enhanced assessment options with immediate feedback



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- Observational Assessment: Systematic observation of student engagement and understanding

### Summative Assessment Options:

- Vocabulary Application Tasks: Activities requiring students to use words in new contexts
- Digital Portfolio Entries: Technology-based documentation of vocabulary learning
- Performance-Based Assessment: Real-world applications of vocabulary knowledge
- Traditional Assessment: Quizzes or tests measuring vocabulary retention and understanding
- Creative Expression: Opportunities for students to demonstrate vocabulary knowledge through various media

### Assessment Data Use:

- Immediate Feedback: Real-time responses to student understanding and misconceptions
- Instructional Adjustments: Modifications based on assessment results during lesson
- Next Steps Planning: Use of assessment data to plan follow-up vocabulary instruction
- Progress Monitoring: Documentation of vocabulary growth over time
- Family Communication: Sharing of vocabulary learning progress with families

### Implementation & Reflection Requirements

#### Technology Implementation:

- Pre-Lesson Testing: Verification that all technology tools work properly before lesson
- Student Technology Skills: Assessment of students' ability to use required digital tools
- Backup Plans: Alternative strategies in case of technology failures
- Digital Citizenship: Integration of appropriate technology use and online safety
- Accessibility Considerations: Ensuring technology is accessible to all learners

#### Lesson Implementation Documentation:

- Engagement Monitoring: Observation of student interest and participation levels
- Strategy Effectiveness: Documentation of which instructional strategies worked best
- Technology Integration Success: Evaluation of how well digital tools enhanced learning
- Cultural Integration Authenticity: Assessment of cultural connections' appropriateness and impact
- Time Management: Analysis of lesson pacing and component timing

#### Post-Implementation Reflection:

- Vocabulary Learning Evidence: Documentation of student vocabulary acquisition and retention
- Technology Enhancement Analysis: Evaluation of technology's contribution to learning outcomes
- Cultural Responsiveness Assessment: Analysis of cultural integration effectiveness and student response
- Instructional Improvement Planning: Identification of areas for lesson enhancement
- Professional Growth Documentation: Reflection on personal learning and skill development



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### Self-Assessment Questions

#### Vocabulary Instruction Effectiveness:

1. How effectively did I select and teach Tier II vocabulary words that are critical for reading comprehension?
  - Were my word choices appropriate for students' developmental level and needs?
  - Did I demonstrate clear understanding of vocabulary's role in reading success?
  - How well did students retain and apply the target vocabulary?
2. What evidence shows that my explicit vocabulary instruction was systematic and effective?
  - Did I provide clear, student-friendly definitions and multiple examples?
  - How well did I model strategies for determining word meanings?
  - What data supports the effectiveness of my instructional approach?

#### Technology Integration:

3. How innovatively and effectively did I integrate technology to enhance vocabulary learning?
  - Did technology tools genuinely improve learning outcomes or were they just decorative?
  - How well did I demonstrate understanding of digital tools' educational applications?
  - What evidence shows that technology integration was meaningful and purposeful?
4. How successfully did I create digital extension activities that support continued vocabulary learning?
  - Is my Seesaw activity engaging and educationally valuable?
  - How well does the digital component connect to and reinforce lesson objectives?
  - What evidence shows that families can effectively use the digital resources?

#### Cultural Integration:

5. How authentically and respectfully did I integrate Ojibwe language and cultural connections?
  - Were cultural connections genuine and meaningful rather than superficial?
  - Did I demonstrate appropriate cultural knowledge and sensitivity?
  - How did students respond to cultural integration elements?
6. What evidence shows that my cultural integration enhanced rather than distracted from vocabulary learning?
  - Did cultural connections deepen understanding of target vocabulary?
  - How well did I balance cultural integration with instructional objectives?
  - What impact did cultural elements have on student engagement and learning?

#### Student Engagement and Learning:

7. How effectively did I engage all students in active vocabulary learning through multisensory approaches?
  - Did visual, auditory, and kinesthetic elements enhance learning for diverse learners?
  - How well did I accommodate different learning styles and preferences?
  - What evidence shows that all students were actively engaged throughout the lesson?
8. What assessment data demonstrates that students achieved the vocabulary learning objectives?



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- Can students accurately define and use target words in new contexts?
- How well do students understand the connection between vocabulary and reading comprehension?
- What evidence shows vocabulary retention beyond the immediate lesson?

### Professional Growth:

9. What aspects of vocabulary instruction were most successful, and what contributed to that success?
  - Which instructional strategies produced the best learning outcomes?
  - How did technology and cultural integration enhance the lesson?
  - What elements should I definitely include in future vocabulary lessons?
10. What challenges did I encounter, and how will I address them in future vocabulary instruction?
  - What didn't work as planned, and what were the contributing factors?
  - How can I better integrate technology while maintaining focus on learning objectives?
  - What additional skills or knowledge do I need to develop for effective vocabulary teaching?

### Required Assessment Components:

- Word Selection Rationale: Clear explanation of Tier II word choices and their importance
- Explicit Instruction Evidence: Demonstration of clear, systematic vocabulary teaching
- Technology Enhancement: Meaningful integration of digital tools to support learning
- Cultural Connections: Appropriate integration of Ojibwe language and cultural elements
- Student Assessment: Evidence of checking for vocabulary understanding and application
- Digital Extension: Creation of supplemental Seesaw activity for continued practice

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

Grade	%	Points
A	100-90	720
B	89-80	640
C	79-70	560
D	69-60	480



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**Course Schedule: Please attach the course schedule/outline**

Module and Topic **All classes are asynchronous	Learning Opportunity and Activity	Assignment and Assessments	SEP (Standards of Effective Practice) SM (Subject Matter) CS (Cultural Standard)
Week 1 January 9	<p><b>Comprehensive Literacy Instruction</b></p> <p>Review: Additional articles in D2L: <a href="#">Teaching Reading IS Rocket Science</a></p> <p><a href="#">Early Warning Signs of Dyslexia (Yale)</a></p> <p><a href="#">Dyslexia &amp; the Brain (IDA)</a></p> <p>Video lecture: Structured Literacy</p> <p>Read chapter 1 of <i>Literacy in Grades 4– 8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017).</p>	<p>Seesaw blog posts (What is the Science of Reading?) Chapter1 questions focused on early warning signs of dyslexia.</p> <p>KWL chart Reflection journal (assessed with journal rubric)</p>	<p>SM: 5.K.; 7.A.; 3.C. (9a); 3.E (2a);</p> <p>Dyslexia 2</p>
Week 2 January 23	<p><b>Assessments, Evaluations, and the Achievement Gap</b></p> <p>Understanding Phonemic Awareness Assessment: <a href="#">Heggerty Assessment</a></p> <p><a href="#">PAST Assessment</a></p> <p>SCARBOROUGH’S READING ROPE (Read pp. 17-19 from D2L) <a href="#">Science of Reading: A Defining Guide</a></p> <p>Read chapter 2 of <i>Literacy in Grades 4– 8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017).</p> <p>Complete questions outlined in chapter 2 (Cecil, Gipe, &amp; Merrill, 2017). (Some info for assessment is also included in chapter 11)</p> <p>Read Chapter 1 and 2 Fisher, D. &amp; Frey, N. (2007). <i>Scaffolded writing instruction: Teaching with a gradual-release framework (Teaching Strategies)</i>. New York, NY: Scholastic Publication.</p> <p>Read chapter 2-4 of <i>The fluent reader: Oral &amp; silent reading strategies for building fluency, word recognition &amp; comprehension</i> (Rasinski,2010)</p> <p><b>To be completed by Sunday 11:59pm:</b></p>	<p>Seesaw blog post Chapter questions Assessment matrix activity</p> <p>In field work, confer with your host teacher regarding informal assessments and instructional plan</p> <p>Formal reading assessment and instructional plan for a clinical student</p> <p>Reflection journal (assessed with journal rubric)</p> <p><b>Field Experience: Formal PAST reading assessment and instructional plan for a clinical</b></p>	<p>SM 3.B.2.; 3.C. (4e); 3.C. (6a); 3 C. (6b); 3.E (3); 3.E. (4) 5.K.; 3.E.6; 7.A.; ba; 3.E (2a);</p> <p>Dyslexia 1</p>



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	<p><b>To Do:</b> Create a T-chart graphic organizer identifying the purposes of and differences between assessment and evaluation. This matrix will identify several effective formal and informal assessment tools and their specific purposes.</p>	<p>student. In the write up, include how proficient readers read, how to facilitate listening comprehension, and how to develop students' comprehension of print materials (journal reflection rubric).</p>	
<p>Week 3 Jan. 30</p>	<p><b>Oral Language Instruction</b></p> <p>Read Chapter 3 of <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017)</p> <p>Read The Reading sourcebook  Chapter 1: The Structure of English</p>	<p>Seesaw blog post on Strategy demonstrations and summary of language structure.</p> <p>Strategy observation and analysis and Symbolic language project Literature circle lesson plan (assessed with lesson plan rubric)</p> <p>Chapter 3 questions</p> <p>Quiz on Language Structure</p> <p>Persuasive paper</p> <p>Field Experience Strategy observation and analysis</p>	<p>SM: 3.B. (4); 3.C. (1b); 3.C. (1b); 3.C. (4e); 3.C. (5c); 3.C. (8a); 3.C. (8b); 3.C. (8c); 3.C. (9d); 3.D. (3) and (4); 3.E. (1h); 3.E (2a); 3.F. (3); 3.F (6)</p>
<p>Week 4 Feb 6</p>	<p><b>Vocabulary Development and Instruction</b></p>	<p>Seesaw blog post focused on vocabulary development and instruction.</p>	<p>SEP : 5.K.; 7.A; 7.E.; 7.I.;</p> <p>SM : 3.B.(3); 3.C. (4d);</p>



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	<p>In small groups create an info graphic of <a href="#">Reading Rockets Glossary</a>--review the meaning of the following terms: Academic Language (tier 2 &amp; 3), Affix, Cognates, Collocations, Etymology, Homograph, Homonym, Homophone, Idioms, Morphology, Morphemes, Root Words</p> <p>Read chapter 4 of <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017). Respond to discussion questions related to the importance of vocabulary knowledge and its critical role in reading. These discussion questions will include both Ojibwe and English vocabulary knowledge</p> <p>Read <i>Vocab rehab: How do I teach vocabulary effectively with limited time?</i> (Sprenger, 2014)</p> <p>Preview <i>The Writing Strategies Book</i> and read “Getting Started” (Serravallo, 2017).</p>	<p>Chapter 4 questions</p> <p>Strategy demonstration: Vocabulary mini lesson plan (assessed with lesson plan rubric) Vocabulary demonstration: Informal vocabulary assessment/ Formal vocabulary assessment</p> <p>Word web Persuasive paper (Week 3)</p> <p>Reflection journal (assessed with journal rubric)</p> <p>Field Experience: Vocabulary mini lesson plan (assessed with lesson plan rubric) Vocabulary demonstration</p>	<p>3.C. (4d); 3.C. (5b); 3.C. (5c); 3.D. 2.b; 3.E. (1e); 3.E. (1g);</p>
<p>Week 5 Feb 13</p>	<p><b>Fostering Reading Comprehension</b></p> <p>Read chapter 5 of <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017).</p> <p>Chapter 2 of <i>The fluent reader: Oral &amp; silent reading strategies for building fluency, word recognition &amp; comprehension</i> (Rasinski,2010) Serravallo, J. (2015). <i>The reading strategies book: Your everything guided to developing skilled readers</i>. Portsmouth, NH: Heinemann</p>	<p>Seesaw blog post on supporting reading comprehension.</p> <p>Chapter 2 questions</p> <p>Teach vocabulary lesson plan (assessed with lesson plan rubric) (Week 4); Guided reading lesson plan (assessed with lesson plan rubric) with student conference</p>	<p>SEP: 5.K.; 7.A; 7.E.; 7.I.; 3. A. (6);</p> <p>SEP: 3.B.(1); 3.B.(2); 3.B. (4); 3.B.(6); 3.B.(8); 3.C. (8a); 3.C. (1b); 3.C. (5b); 3.D.6. 3.E. (1f); 3.E. (1g); 8.E.;</p>



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		<p>Comprehension demonstration Literature circle demonstration BAS assessment <a href="#">(Benchmark Assessment System</a> with the Fountas &amp; Pinnell curriculum) with clinical student</p> <p>Informal comprehension strategies assessment with clinical student</p> <p>Field Experience: Teach vocabulary lesson plan (assessed with lesson plan rubric) (Week 4) Guided reading lesson plan (assessed with lesson plan rubric) with student conference</p> <p>Comprehension demonstration Literature circle demonstration BAS assessment (with clinical student Informal comprehension</p> <p>Reflection journal (assessed with journal rubric)</p>	
<p>Week 6 Feb 27</p>	<p><b>Writing Instruction</b></p> <p>Please read the following: Chapter 6 of <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017).</p> <p>Read chapters 2 and 6 of <i>Scaffolded Writing Instruction: Teaching with a Gradual-Release Framework</i> (Fisher &amp; Frey, 2007).</p>	<p>Seesaw blog post</p> <p>Chapter 8 questions</p> <p>Writing lesson plan (assessed with lesson plan rubric)</p>	<p>SEP: 5.K.; 7.A; 7.E.; 7.I.;</p> <p>SM: 3.B. (5); 3.B. (6); 7.D.;</p>



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	<p>Read chapter 8 of <i>Scaffolded Writing Instruction: Teaching with a Gradual-Release Framework</i> (Fisher &amp; Frey, 2007).</p> <p>Chapter 4 Fisher, D. &amp; Frey, N. (2007). <i>Scaffolded writing instruction: Teaching with a gradual-release framework (Teaching Strategies)</i>. New York, NY: Scholastic Publication.</p> <p>Serravallo, J. (2015). <i>The Writing Strategies Book</i>. Portsmouth, NH: Heinemann</p>	<p>Oral/written language project Writing rubric activity</p> <p>Writing rubric activity Field Experience: Reflection journal (assessed with journal rubric)</p>	
<p>Week 7 March 6</p>	<p><b>Content Area Literacy and Research</b></p> <p>Read chapter 7 of <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017).</p> <p>Read Chapter 7 <i>The fluent reader: Oral &amp; silent reading strategies for building fluency, word recognition &amp; comprehension</i> (Rasinski,2010)</p>	<p>Seesaw blog post on content area literacy</p> <p>Chapter 7 questions</p> <p>Field Experience Comprehension demonstration Idea map Anchor chart activity Mini lesson demonstration; Content area reading lesson plan (assessed with lesson plan rubric)</p> <p>Reflection journal on content area reading (assessed with journal rubric)</p>	<p>SEP: 5.K.; 7.A; 7.E.; 7.I.; 7.E.;</p> <p>SM: 3.C. (7a); 3.C. (7b); 3.C. (9a); 3.E. (1i);</p>
<p>Week 8 March 20</p>	<p><b>Fluency Instruction</b></p> <p>Listen: <a href="#">The Science of Reading: The Importance of Fluency Instruction with Tim Rasinski</a></p> <p><a href="#">Fluency: Instructional Guidelines and Student Activities</a></p> <p>Read chapter 8 of <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017).</p>	<p>Seesaw blog post</p> <p>Draft of tutoring plan for clinical student to include how elementary “students will self-select reading materials and share in small groups</p>	<p>SEP: 5.K.; 7.A; 7.E.; 7.I.;</p> <p>SM: 3.B.(1); 3.B. (4); 3.C. (8a); 3.C. (9b); 3.C. (9c); 3.C. (9d)</p>



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	<p>Review <i>The reading strategies book: Your everything guided to developing skilled readers</i> (Serravallo, 2015).</p> <p>Read chapters 1 and 8 of <i>The fluent reader: Oral &amp; silent reading strategies for building fluency, word recognition &amp; comprehension</i> (Rasinski,2010)</p>	<p>what is read and listening to TC read alouds.”</p> <p>Chapter 8 questions</p> <p>Reflection journal on fluency (assessed with journal rubric)</p>	
<p>Week 9 March 27</p>	<p><b>Differentiated Instruction</b></p> <ol style="list-style-type: none"> <li>1. Read chapter 9 <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017).</li> <li>2. Read Chapter 3 <i>The fluent reader: Oral &amp; silent reading strategies for building fluency, word recognition &amp; comprehension</i> (Rasinski,2010)</li> <li>3. Read and view videos of <a href="#">Jan Richardson’s Guided Reading.</a></li> </ol>	<p>Seesaw blog post on differentiation</p> <p>Chapter 9 questions and Differentiated guided reading</p> <p>Field Experience: lesson plan (assessed with lesson plan rubric) Reflection journal (assessed with journal rubric)</p>	<p>5.K.; 7.A; 7.E.; 7.I; 5.K.;</p> <p>3.C.8c</p>
<p>Week 10 April 3</p>	<p><b>Motivating Readers and Writers</b> through Authentic Literacy in and Beyond the Classroom</p> <p>Read chapter 10 of <i>Literacy in Grades 4– 8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017). <b>Complete end of chapter questions.</b></p> <p>Chapter 8 Fisher, D. &amp; Frey, N. (2007). <i>Scaffolded writing instruction: Teaching with a gradual-release framework (Teaching Strategies)</i>. New York, NY: Scholastic Publication.</p> <p>Read Chapter 6 <i>The fluent reader: Oral &amp; silent reading strategies for building fluency, word recognition &amp; comprehension</i> (Rasinski,2010)</p> <p>Review appendix A of <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017).</p> <p>Read from “Teaching Reading Sourcebook” ch 14 and 15 (Literary and Informational text)</p>	<p>Seesaw blog post on reading motivation</p> <p>Chapter questions</p> <p>Book talk demonstration for Literature circle lesson plan (assessed with lesson plan rubric)</p> <p>Writing conventions instruction with clinical student</p> <p>Reflection journal (assessed with journal rubric)</p>	<p>SEP: 5.K.; 7.A; 7.E.; 7.I.;</p> <p>SM: 3.D. (1d); 3.D. (3) and (4); 3.F. (1); 3.F. (2);</p>



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	<p>In class: Participate in a literature circle in class. These circles will focus on one of several picture books highlighting the Ojibwe culture. Participants will analyze the text structures and elements in order to design a creative graphic organizer chart to summarize learning.</p> <p><b>Introduce Long term activity-Literature Circle (See example lesson plan):</b> The candidate will extend his/her understanding of the diversity of texts across a variety of genres and how students can critically respond to text and interact with others about text as a result of designing a literature circles plan.</p> <p>Long Term Clinical: Construct a literature circles plan for the clinical setting.</p>		
<p>Week 11 April 10</p>	<p><b>Connecting Home and School Learning Environments</b></p> <p>Read chapter 11 and review Chapter 2 Cecil, Gipe, &amp; Merrill (2017). <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i></p>	<p>Seesaw blog post: Create and upload a Jing video (assessment vs. evaluation)</p> <p>Chapter questions T-chart activity</p> <p>Tutoring plan for clinical student</p> <p>Reflection journal (assessed with journal rubric)</p>	<p>SEP: 5.K.; 7.A; 7.E.; 7.I.;</p> <p>SM: 3.F (6); 9C.</p>
<p>Week 12 April 17</p>	<p><b>Constructing a Structured and Comprehensive Literacy Program</b></p> <p>Video: <a href="#">Structured Literacy</a></p> <p><a href="#">From Balanced Literacy to Structured Literacy</a></p>	<p>Seesaw blog post (explaining Structured Literacy to families)</p> <p>Reading questionnaire and conferring activity with clinical student</p> <p>Comprehension questions activity for clinical student</p> <p>Field Experience:</p>	<p>SEP : 5.K.; 7.A; 7.E.; 7.I.;</p> <p>SM : 3.B(1); 3.B(2); 3.B(5); 3.B(6); 3.C. (9d); 3.F.3; 3.F (6);</p>



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		Read-aloud lesson plan (assessed with lesson plan rubric)	
		Reflection journal (assessed with journal rubric)	
Week 13 April 24	<p><b>Quality Children’s Literature</b></p> <p>Review appendix A of <i>Literacy in Grades 4–8: Best Practices for a Comprehensive Program</i>. (Cecil, Gipe, &amp; Merrill, 2017).</p> <p>Search various sources for children's books:</p> <p><a href="https://socialjusticebooks.org/booklists/">https://socialjusticebooks.org/booklists/</a></p> <p><a href="https://www.teachingforchange.org/selecting-anti-bias-books">https://www.teachingforchange.org/selecting-anti-bias-books</a></p> <p><a href="https://birchbarkbooks.com/collections/young-readers">https://birchbarkbooks.com/collections/young-readers</a></p> <p><a href="https://americanindiansinchildrensliterature.blogspot.com/">https://americanindiansinchildrensliterature.blogspot.com/</a></p> <p>activate a free trial of <u>CLCD</u> and explore the comprehensive database and Children’s Literature resource site.</p>	<p>Seesaw blog post Literature database project</p> <p>Field Experience: Literature circle activity Literature circle lesson plan (assessed with lesson plan rubric)</p> <p>Reflection journal (assessed with journal rubric)</p>	<p>SEP: 5.K.; 7.A; 7.E.; 7.I.;</p> <p>SM: 3.B.(1); 3.B. (4 3.F (6); 3.E.1.h</p>
Week 14 May 1	<p><b>Supporting Students with Dyslexia</b></p> <p><a href="#">Dyslexia Screening</a></p> <p><a href="#">Inside a Dyslexia Intervention: Reading Strategies for Struggling Readers</a></p> <p><a href="#">Tips for Parents and Families of Children with Dyslexia</a></p>	<p>Seesaw blog post: Create and upload a video to Seesaw about supporting students with dyslexia.</p> <p>Padlet resource project Strategy demonstration Reflection journal (assessed with journal rubric)</p>	<p>SEP: 5.K.; 7.A; 7.E.; 7.I.;</p> <p>Dyslexia 1, 2, 3, 4</p>
Week 15 May 8	<p>Looking Back—Looking Ahead</p> <p>Review and share insights from weeks 1-7</p>	<p>Finished Seesaw blog project</p> <p>Final reflection paper</p>	<p>SEP: 5.K.; 7.A; 7.E.; 7.I.</p>



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Week 16 May 15	Looking Back—Looking Ahead Review and share insights from weeks 8-14	Final reflection paper	SEP: 5.K.; 7.A; 7.E.; 7.I.;
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### FDLTCC Competencies Across the Curriculum (CAC)

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

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

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

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



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## Conceptual Framework

### Vision

The vision of the 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.

### Cultural Standards Woven Together with Professional Outcomes

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

### GIKENDAASOWIN – Knowing Knowledge

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

#### Disposition: Integrates Content and Pedagogical Knowledge

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

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



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### Professional Outcome: Content and Pedagogical Knowledge

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

### **GWAYAKWAADIZIWIN – Living a Balanced Way**

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

### Disposition: Communication and Collaboration

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

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

### Professional Outcome: Community and Collaboration

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

### **ZOONGIDE'EWIN – Strong Hearted**

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

### Disposition: Vision and Leadership

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

- Demonstrates skills and qualities that lead to meaningful change.
- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.



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- 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.



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### 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**

5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;

7A. understand communication theory, language development, and the role of language in learning; 7D. know effective verbal, nonverbal, and media communication techniques;

7E. understand the power of language for fostering self-expression, identity development, and learning;

7I. support and expand learner expression in speaking, writing, and other media;

8E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

9C. understand the purpose of and differences between assessment and evaluation;

#### **Content Standards: 8710.3200 Elementary Education**

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

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must

(1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;

(2) understand and apply teaching methods related to the developmental stages of language;

(3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;

(4) know how to integrate the communication arts;

(5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;

(6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;



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(7) know children's/young adolescents' literature representing a variety of genre

(8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:

(1) oral and written language development, including:

(b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly English language learners; and

(4) phonics and other word identification strategies and fluency, including:

(d) how the etymology and morphology of words relate to orthographic patterns in English

(e) the development of reading fluency;

(5) knowledge of how to develop vocabulary knowledge, including:

(a) understanding the critical role vocabulary knowledge plays in reading;

(b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and

(c) how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;

(6) comprehension processes related to reading, including:

(a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;

(b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and

(c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

(7) content-area literacy, including:

(a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and (b) the structures and features of expository



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(informational) texts and effective reading strategies to address different text structures and purposes for reading;

(b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;

(8) literary response and analysis, including: (a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;

(a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

(b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures

(c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;

(9) structure of the English language, including:

(a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

(b) knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;

(c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and

(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit, in:

(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including: (b) teaching vocabulary using a range of instructional activities to extend students' understanding of words;



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(b) teaching vocabulary using a range of instructional activities to extend students' understanding of words;

(c) teaching comprehension skills and strategies, including opportunities for guided and

(3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts; independent work;

(6) the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individuals, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

(d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;

(e) vocabulary knowledge in relation to specific reading needs and texts;

(f) comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;

(g) comprehension in content area reading;

(h) ability to evaluate and respond to a range of literature and analyze text structures and elements; and

(i) oral and written language to determine understanding and use of English language structures and conventions;

(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;

(5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and

(6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.



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F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

- (1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the
- (2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
- (3) the development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;
- (4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;
- (5) the ability to foster independence and self-efficacy in readers; reading program and provide authentic reasons to read and write;

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

- (1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;
- (5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students;

### **Dyslexia information:**

(c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

- (1) the nature and symptoms of dyslexia;
- (2) resources available for students who show characteristics of dyslexia;
- (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and



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4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

(d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.

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