



Fond du Lac Tribal and Community College
Elementary Education Program



Course Number: EDU 4102

Course Title: Differential Instruction and Assessment

Faculty Name: Dawn Quigley

MTC Goal Area: _____

Credits: 3

Pre-requisites: _____

Co-requisites: _____

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

Field Experience/Student Teaching? Yes: X Number of hours/weeks: 15 No:

Course Description:

This course examines instruction and assessment through the lens of best practices using a knowledge base for designing qualitatively different instruction for students with different levels of abilities, interests, and learning profiles. Students will learn strategies to address the needs of students by reflecting on their teaching practices and determining the best approach. Students will construct tools, formative and summative, to assess mastery of learning standards. Students will utilize their knowledge of students, standards, and assessments to ensure effective teaching and appropriate assessments are used to establish mastery. (10 hours of field experience is included in this course.)

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

Redman, J. A., & Anderson, M. G. (2017). *Teacher as a decision maker: Curriculum, instruction, and assessment*. Dubuque, IA: Great River Learning.

William, D. (2017). *Embedded formative assessment* (2nd ed.). Solution Tree Press.

Course Content:

- A. Indigenous and Diverse Student Needs
- B. Inquiry and Discovery Learning
- C. Cooperative Learning
- D. Providing for Individual Difference
- E. Building Assessment Literacy
- F. Applying Formative Assessment
- G. Constructing Classroom Tests
- H. Developing Test Items
- I. Performance Assessment Tasks and Rubrics
- J. Evaluating Data, Items, and Tests
- K. Reporting Pupil Progress
- L. Field Experience to Observe Topics Covered
- M. Reflections of Field Experience



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Outcomes and Assessments

Learning Outcomes:

1. Determine strategies for assessment that include the needs of the student and the type of assessment necessary to gather the intended data.
2. Interpret the results of teaching strategies and behaviors in relation to student success and modify plans and instructional approaches to achieve student goals.
3. Design and construct assessment strategies and instruments appropriate to the learning outcomes being evaluated and other diagnostic purposes.
4. Investigate the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work
5. Use students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning
6. Construct varied and appropriate formal and informal assessment techniques to evaluate and ensure the continuous intellectual, social, and physical development of the student that includes observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests
7. Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction
8. 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
9. Use a variety of assessment tools and practices to plan and evaluate effective reading instruction

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>2. GWAYAKAADIZIWIN – Living a balanced way To provide students 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.</p>	<p>Determine strategies for assessment that include the needs of the student and the type of assessment necessary to gather the intended data.</p>	<p>After completing the group project using the Embedded Formative Assessment book, students will present their findings of formative assessments to gather data regarding Indigenous students to determine their experiences, behaviors,</p>



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<p>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.</p>	<p>Construct varied and appropriate formal and informal assessment techniques to evaluate and ensure the continuous intellectual, social, and physical development of the student that includes observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests</p>	<p>needs, and progress so that evaluation of student progress and any modification to teaching and learning strategies will be made.</p> <p>Within the two-week lesson plan, students will show how formal and informal assessments are used to evaluate and monitor success of their Indigenous students through observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, and standardized test.</p>
<p>5. DEBWEWIN – Honesty and Integrity Encourage students to develop a deeper appreciate their own worldview and the worldview of others.</p> <p>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.</p>	<p>Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.</p> <p>Use students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;</p>	<p>Through finding and completing article reviews on differentiated instruction, students will list instructional practices, approaches, methods, and curriculum materials to support reading instruction of Indigenous learners.</p> <p>Develop a formative assessment for Indigenous learners to self-assess their learning in order to find strengths and areas to grow so that personal goals might be set.</p>
<p>6. ZAAGI’ IDIWIN – Loving and Caring To encourage the development of healthy, caring relationships built on respect for all.</p> <p>Professional Outcome: Diversity and Disposition Promote teachers’ acceptance and respect of the diversity within their school, community and environment.</p>	<p>Interpret the results of teaching strategies and behaviors in relation to student success and modify plans and instructional approaches to achieve student goals.</p> <p>Investigate the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work</p>	<p>Students will develop a lesson plan focused on Indigenous teaching strategies and behaviors. Included in the lesson plan will be a formative assessment to determine proficiency and interventions to support students who are struggling to meet proficiency.</p> <p>Based on research and class information, students will develop different types of assessments, including criterion-referenced, norm-referenced, traditional standardized, performance based tests, observations, and portfolios to determine which will be better suited to Indigenous learners.</p>

Course Requirements & Assessment descriptions:

Requirements and Points:

Discussion Questions: (30 Points total) Due each week readings are assigned.

For each week of assigned readings, you will write and submit two questions for class discussion. These questions will be turned in at the beginning of each class and will be used in class to facilitate discussion.

Field Experience: (200 Total Points) Due each week.

- Students will complete a weekly two-hour field experience in a K-3 classroom.



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- At the end of each week, a written reflection will be completed.
- Each reflection will consist of:
 - I noticed...
 - I wondered...
 - I saw...
 - I liked...
 - I would do differently...

Supplemental Learning Exercises: (150 Total Points)

- 15 exercises (each worth 10 points)

Two Week Cross Curricular Unit Plan (200 points) Due at the end of semester.

- Reading for grades K-3 will be the focus for this lesson.
- Include Minnesota State Standards, Learning Outcomes, Performance Tasks, Lessons, Assignments, Activities, Assessments (formative and summative), Interventions
- Include differentiation plans for students who have learning disabilities, are gifted and talented, using multiple intelligences, and are culturally diverse
- Assessments will determine proficiency levels for the whole group and individual, observations, and analyzing student work.
- Be prepared to teach a 15-20 minute lesson to your classmates.

Article Reviews (20 points per article). Due on the 2nd, 7th, 11th, 15th, and 18th classes.

- Find 5 articles that discuss differentiated instruction and must include instructional practices, approaches, methods, and curriculum materials to support reading instruction of Indigenous learners.
- Read the articles.
- Write a 1.5 page reflection of the article. Cite the article using correct APA format.
- Your reflection should include: What was the main point of the article?
 - How does the article discuss assessment as a tool to identify student strengths and promote growth?
 - What did you learn from this article?
 - How will you incorporate what you learned into your lessons when working with Indigenous learners?
- Be prepared to share one of your articles with the class. Your talking points will be taken from your reflection.

Data Analysis (100 points)



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- Given a set of classroom (K-3) STAR data and information about students, the students will determine the needs of each student in the classroom based on students' scores.
- Using the STAR scores and additional information, a plan of interventions and formative assessments will be developed to address the students' needs.

Embedded Formative Assessment Group Assignment (200 points)

- Each group will be assigned a chapter to present to the class.
- Groups will be responsible for a presentation based on the key points in the chapter
 - Presentation will include:
 - Learning Outcomes for the presentation
 - Activities to engage the learner
 - Formative assessment developed by the group to determine mastery of the material presented.
 - Intervention to support a struggling learner.

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

Required 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 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



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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 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 or Jesse Stirewalt, Director of Housing and Student Activities at 218-590-3345/jstirewalt@fdltcc.edu.



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Student Success—North Star Communication Platform

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

EDU 4102 Assignment Descriptions with Standards Alignment and Rubrics

Assignment 1: Discussion Questions

Assignment Description

Students will write and submit two thoughtful discussion questions each week for assigned readings. These questions should demonstrate deep engagement with the content and facilitate meaningful class discussions about differentiated instruction and assessment practices for K-3 learners, with particular attention to Indigenous students' needs.

Points: 30 Total (2 points per week x 15 weeks)

Purpose

To develop critical thinking skills and engage deeply with course content while fostering collaborative learning environments.

Standards Alignment

- Cultural Standard: GIKENDAASOWIN – Knowing Knowledge
- SEP Standards: 5C, 9B, 9C
- Subject Matter Standard: 3A.6

Discussion Questions Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Content Depth (SEP 9B, 9C)	Questions demonstrate deep understanding and promote higher-order thinking about assessment practices	Questions show good understanding and encourage thoughtful discussion	Questions show basic understanding with limited depth	Questions lack depth or understanding of content



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Cultural Responsiveness (GIKENDAASOWIN)	Questions explicitly connect to Indigenous perspectives and culturally responsive practices	Questions include some cultural considerations	Questions minimally address cultural aspects	Questions lack cultural awareness or sensitivity
Discussion Facilitation (SEP 5C)	Questions are thought-provoking and generate meaningful dialogue among peers	Questions encourage good discussion and peer engagement	Questions promote some discussion but may lack focus	Questions do not effectively facilitate discussion
Clarity and Focus	Questions are clearly written, focused, and directly related to readings	Questions are mostly clear and related to content	Questions are somewhat unclear or loosely connected	Questions are unclear or unrelated to content

Assignment Requirements Checklist

Content Requirements:

- Two questions per week for assigned readings
- Questions demonstrate engagement with course content
- Questions incorporate cultural responsiveness when applicable
- Questions promote critical thinking about assessment practices

Format Requirements:

- Submitted at beginning of each class
- Questions are clearly written and grammatically correct
- Questions are numbered and dated

Required Assessment Components:

- Questions assess understanding of reading material
- Questions encourage peer discussion and collaboration
- Questions connect theory to practice in K-3 settings

Assignment 2: Field Experience Reflections

Assignment Description

Students complete weekly two-hour field experiences in K-3 classrooms, documenting observations and reflecting on instructional strategies, assessment practices, and cultural responsiveness. Each reflection



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follows the structured format: "I noticed...", "I wondered...", "I saw...", "I liked...", "I would do differently..."

Points: 200 Total (approximately 13 points per reflection x 15 weeks)

Purpose

To connect theory to practice through direct classroom observation and develop reflective practice skills essential for effective teaching.

Standards Alignment

- Cultural Standard: ZAAGI'IDIWIN – Loving and Caring
- SEP Standards: 4B, 5C, 9F, 9G, 9H, 9J, 9K
- Subject Matter Standard: 3A.6, 3G.4, 3G.6

Field Experience Reflection Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Observation Quality (SEP 9J)	Detailed, insightful observations of instructional strategies and student responses	Good observations with some analysis of teaching practices	Basic observations with limited analysis	Superficial observations lacking detail
Cultural Awareness (ZAAGI'IDIWIN)	Demonstrates deep understanding of cultural responsiveness and equity in classroom practices	Shows awareness of cultural factors in teaching and learning	Limited recognition of cultural considerations	Lacks cultural awareness or sensitivity
Assessment Focus (SEP 9F, 9G, 9H)	Clearly identifies and analyzes various assessment strategies and their effectiveness	Recognizes assessment practices and their purposes	Basic identification of assessment strategies	Minimal attention to assessment practices
Reflective Analysis (SEP 9K)	Thoughtful analysis connecting observations to course content and personal growth	Good connections between observations and learning	Some connections made but lack depth	Limited reflection or connection to learning
Professional Growth	Clear evidence of developing professional identity and teaching philosophy	Shows growth in understanding of effective teaching	Some evidence of professional development	Little evidence of professional growth



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Assignment Requirements Checklist

Content Requirements:

- Two hours of field experience per week
- Structured reflection format followed consistently
- Focus on instructional strategies and assessment practices
- Attention to cultural responsiveness and equity
- Connection to course readings and discussions

Format Requirements:

- Submitted weekly by specified deadline
- Professional writing style and grammar
- Organized using the five-part reflection structure
- Appropriate length (1-2 pages per reflection)

Required Assessment Components:

- Documentation of observed assessment strategies
- Analysis of assessment effectiveness
- Consideration of diverse learner needs
- Reflection on personal learning and growth

Assignment 3: Supplemental Learning Exercises

Assignment Description

Students complete 15 exercises (10 points each) designed to deepen understanding of assessment concepts, differentiated instruction, and culturally responsive teaching practices. Exercises include analyzing test items, comparing assessment types, and developing assessment tools.

Points: 150 Total (10 points per exercise)

Purpose

To provide hands-on practice with assessment concepts and develop practical skills in creating and evaluating assessment instruments.

Standards Alignment

- Cultural Standard: DEBWEWIN – Honesty and Integrity
- SEP Standards: 9B, 9C, 9D, 9E, 9G
- Subject Matter Standard: 3E.2a, 3E.2b



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Supplemental Learning Exercises Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Technical Accuracy (SEP 9D)	Demonstrates mastery of assessment concepts including validity, reliability, and bias	Shows good understanding of assessment principles	Basic understanding with some misconceptions	Limited understanding of assessment concepts
Cultural Integration (DEBWEWIN)	Consistently considers cultural factors and bias in assessment practices	Includes cultural considerations in most responses	Limited attention to cultural factors	Lacks cultural awareness in assessment
Practical Application (SEP 9E, 9G)	Skillfully applies assessment concepts to create effective instruments	Good application of concepts with minor errors	Basic application with some significant errors	Poor application of assessment concepts
Analysis and Evaluation (SEP 9B, 9C)	Provides thorough, insightful analysis of assessment scenarios	Good analysis with clear reasoning	Basic analysis with limited depth	Superficial or incorrect analysis

Assignment Requirements Checklist

Content Requirements:

- All 15 exercises completed thoroughly
- Demonstrates understanding of assessment literacy concepts
- Includes cultural considerations where applicable
- Shows practical application of assessment principles

Format Requirements:

- Exercises submitted on time
- Clear, organized responses
- Professional presentation
- Follows specific exercise instructions



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Required Assessment Components:

- Analysis of different assessment types
- Evaluation of validity and reliability
- Consideration of bias and cultural factors
- Development of assessment instruments

Assignment 4: Two Week Cross Curricular Unit Plan

Assignment Description

Students develop a comprehensive two-week reading unit for grades K-3 that includes Minnesota State Standards, learning outcomes, performance tasks, lessons, activities, assessments (formative and summative), and interventions. The unit must include differentiation plans for students with learning disabilities, gifted and talented students, multiple intelligences, and culturally diverse learners.

Points: 200 Total

Purpose

To synthesize course learning into a comprehensive, culturally responsive unit plan that demonstrates mastery of differentiated instruction and assessment principles.

Standards Alignment

- Cultural Standard: GWAYAKWAADIZIWIN – Living a Balanced Way
- SEP Standards: 4B, 5C, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I, 9J, 9K, 11F
- Subject Matter Standard: 3A.6, 3D.5, 3D.6, 3E.2a, 3F.2

Two Week Unit Plan Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Standards Alignment (SEP 9E)	Clear, explicit alignment with multiple MN standards; seamlessly integrated throughout	Good alignment with standards; mostly integrated	Some alignment present; limited integration	Poor or missing standards alignment
Cultural Responsiveness (GWAYAKWAADIZIWIN)	Deep integration of Indigenous perspectives and culturally responsive practices throughout	Good inclusion of cultural elements and diverse perspectives	Some cultural considerations included	Limited or superficial cultural integration



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Differentiation (SEP 4B, 9F)	Comprehensive differentiation for all learner types with specific, actionable strategies	Good differentiation with clear strategies for most learners	Basic differentiation with limited strategies	Minimal or ineffective differentiation
Assessment Integration (SEP 9G, 9H, 9I)	Varied, appropriate assessments seamlessly integrated; clear connection to learning goals	Good variety of assessments with clear purposes	Some assessment variety but limited integration	Few assessments or poor integration
Lesson Design (SEP 5C, 9J)	Engaging, well-structured lessons with clear learning progressions	Good lesson structure with mostly clear progressions	Basic lesson structure with some unclear elements	Poor lesson structure or unclear progressions

Assignment Requirements Checklist

Content Requirements:

- Two-week duration with daily lessons
- Reading focus for grades K-3
- Minnesota State Standards clearly identified
- Learning outcomes and performance tasks included
- Formative and summative assessments integrated
- Intervention strategies for struggling learners
- Enrichment activities for advanced learners

Format Requirements:

- Professional presentation and organization
- Clear lesson plan format
- Appropriate length and detail
- Error-free writing and grammar

Required Assessment Components:

- Pre-assessment strategies
- Ongoing formative assessments
- Summative assessment aligned to standards
- Self-assessment opportunities for students
- Data collection and analysis plans



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Subject Matter Standards Breakdown:

- 3A.6: Application of effective practice standards through clinical experiences
- 3D.5: Development of literacy framework with grouping strategies
- 3D.6: Purposeful lesson design based on text difficulty and student needs
- 3E.2a: Formal and informal assessment tools for diverse learners
- 3F.2: Support for material selection matching student needs

Required Lesson Plan Components:

- Teacher objectives with aligned standards
- Student learning targets with success criteria
- Differentiation strategies clearly outlined
- Focus lesson with explicit instruction
- Guided instruction plans
- Collaborative learning opportunities
- Independent practice activities
- Assessment and reflection components

Multisensory Integration Requirements:

- Visual learning supports
- Auditory learning components
- Kinesthetic/tactile activities
- Multiple representation formats
- Technology integration where appropriate

Cultural Integration Requirements:

- Indigenous perspectives and knowledge
- Culturally relevant examples and contexts
- Multiple cultural viewpoints represented
- Community connections established
- Bias-free materials and assessments

Assessment Integration Components:

- Diagnostic assessments for planning
- Formative assessments throughout lessons
- Summative assessments aligned to objectives
- Student self-assessment opportunities
- Peer assessment activities
- Portfolio components
- Observation protocols



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Implementation & Reflection Requirements:

- 15-20 minute lesson presentation to class
- Implementation timeline clearly outlined
- Resource lists and materials identified
- Reflection on lesson effectiveness
- Plans for modification based on data
- Next steps for continued learning

Self-Assessment Questions:

1. How does this unit plan demonstrate my understanding of differentiated instruction?
 2. What evidence shows my ability to create culturally responsive learning experiences?
 3. How do my assessment strategies support all learners in demonstrating their knowledge?
 4. What aspects of this unit plan reflect my growth as a culturally responsive educator?
 5. How will I use student data to modify and improve this unit?
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Assignment 5: Article Reviews on Differentiated Instruction

Assignment Description

Students find and review five articles focusing on differentiated instruction for Indigenous learners and reading instruction. Each 1.5-page reflection must address: main points, assessment as a tool for identifying strengths and promoting growth, personal learning, and implementation plans for working with Indigenous learners.

Points: 100 Total (20 points per article)

Purpose

To develop research skills and deepen understanding of culturally responsive differentiated instruction practices for Indigenous learners.

Standards Alignment

- Cultural Standard: DEBWEWIN – Honesty and Integrity
- SEP Standards: 9F, 9K
- Subject Matter Standard: 3C.1b, 3C.1c



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Article Review Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Article Selection Quality	Articles are current, peer-reviewed, and highly relevant to Indigenous learners and differentiated instruction	Good article selection with clear relevance to topic	Articles somewhat relevant but may lack currency or quality	Poor article selection with limited relevance
Content Analysis (DEBWEWIN)	Demonstrates deep understanding of article content with insightful analysis	Good understanding with clear analysis of main points	Basic understanding with limited analysis	Superficial understanding with minimal analysis
Cultural Responsiveness Focus	Clearly articulates how differentiated instruction supports Indigenous learners with specific examples	Good understanding of cultural responsiveness with some examples	Basic understanding with limited examples	Minimal understanding of cultural considerations
Implementation Planning (SEP 9K)	Detailed, practical plans for implementing strategies with Indigenous learners	Good implementation ideas with some specificity	Basic implementation ideas lacking detail	Vague or impractical implementation plans
Professional Writing	Excellent organization, grammar, and APA formatting	Good writing with minor errors in format or grammar	Adequate writing with some errors	Poor writing with frequent errors

Assignment Requirements Checklist

Content Requirements:

- Five articles total, submitted across semester
- Focus on differentiated instruction for Indigenous learners
- Articles include reading instruction strategies
- Each reflection addresses all four required questions
- Evidence of critical thinking and analysis
- Discuss interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and;
- Processes involved in transferring literacy competencies from one language to another

Format Requirements:

- 1.5 pages per reflection
- APA format for citations



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- Professional writing style
- Submitted on specified due dates
- Prepared to share one article with class

Required Assessment Components:

- Analysis of assessment strategies in articles
- Connection to student strength identification
- Plans for promoting student growth
- Reflection on personal learning and growth

Assignment 6: Data Analysis Project

Assignment Description

Students analyze a set of K-3 STAR reading data and additional student information to determine individual student needs, develop intervention plans, and create formative assessments to address identified learning gaps.

Points: 100 Total

Purpose

To develop data literacy skills and learn to use assessment data to inform instructional decisions for diverse learners.

Standards Alignment

- Cultural Standard: GWAYAKWAADIZIWIN – Living a Balanced Way
- SEP Standards: 9H, 9N, 11F
- Subject Matter Standard: 3E.2a

Data Analysis Project Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Data Interpretation (SEP 9H)	Accurate, insightful interpretation of STAR data with clear identification of student needs	Good interpretation with mostly accurate analysis	Basic interpretation with some inaccuracies	Poor interpretation with significant errors
Intervention Planning (GWAYAKWAADIZIWIN)	Comprehensive, culturally responsive intervention plans	Good intervention plans with some	Basic intervention plans with limited individualization	Generic or inappropriate intervention plans



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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
	tailored to individual students	cultural considerations		
Assessment Development (SEP 9N)	Creates appropriate, valid formative assessments aligned to identified needs	Good formative assessments with clear purposes	Basic assessments with some alignment issues	Poor or inappropriate assessment design
Technology Use (SEP 9N, 11F)	Effectively uses technology tools for data analysis and presentation	Good use of technology with minor limitations	Basic technology use with some effectiveness	Limited or ineffective technology use
Professional Presentation	Clear, organized presentation of findings with professional formatting	Good organization with minor presentation issues	Adequate organization with some clarity issues	Poor organization and presentation

Assignment Requirements Checklist

Content Requirements:

- Analysis of provided STAR data set
- Individual student need identification
- Intervention plans for identified students
- Formative assessment development
- Cultural considerations integrated throughout

Format Requirements:

- Professional report format
- Clear data visualizations
- Organized presentation of findings
- Error-free writing and formatting

Required Assessment Components:

- Data analysis demonstrating understanding
- Assessment tools aligned to student needs
- Plans for ongoing progress monitoring
- Reflection on data-driven decision making

Assignment 7: Embedded Formative Assessment Group Presentation

Assignment Description



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Groups are assigned chapters from Dylan Wiliam's "Embedded Formative Assessment" to present to the class. Presentations must include learning outcomes, engaging activities, formative assessments to check understanding, and interventions for struggling learners.

Points: 200 Total

Purpose

To develop presentation skills and deepen understanding of formative assessment practices while learning from peer expertise.

Standards Alignment

- Cultural Standard: GWAYAKWAADIZIWIN – Living a Balanced Way
- SEP Standards: 5C, 9B, 9C, 9E, 9I
- Subject Matter Standard: 3E.2b

Group Presentation Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Content Mastery (SEP 9B, 9C)	Demonstrates deep understanding of formative assessment concepts with clear explanations	Good understanding with mostly clear explanations	Basic understanding with some unclear explanations	Limited understanding with confusing explanations
Presentation Design (SEP 5C)	Engaging, well-organized presentation with varied instructional strategies	Good organization with some engaging elements	Basic organization with limited engagement	Poor organization and minimal engagement
Assessment Integration (SEP 9E, 9I)	Seamlessly integrates formative assessments that effectively check understanding	Good integration of assessments with clear purposes	Basic assessment integration with some effectiveness	Poor or missing assessment integration
Collaboration (GWAYAKWAADIZIWIN)	Excellent teamwork with balanced participation and cohesive presentation	Good teamwork with mostly balanced participation	Some teamwork issues but adequate presentation	Poor teamwork affecting presentation quality
Intervention Strategies	Provides specific, practical interventions for struggling learners	Good intervention ideas with some specificity	Basic intervention suggestions	Vague or impractical interventions



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Assignment Requirements Checklist

Content Requirements:

- Assigned chapter thoroughly covered
- Clear learning outcomes presented
- Engaging activities for audience participation
- Formative assessment included in presentation
- Intervention strategies for struggling learners
- Connection to K-3 classroom applications

Format Requirements:

- Professional presentation delivery
- Appropriate use of visual aids
- Time limits respected (specific duration TBD)
- All group members participate meaningfully

Required Assessment Components:

- Formative assessment tool developed and implemented
- Assessment results analyzed during presentation
- Feedback provided to audience on their learning
- Intervention strategies demonstrated or explained

This comprehensive assignment framework ensures alignment with Minnesota standards while maintaining focus on culturally responsive practices for Indigenous learners and effective assessment strategies for K-3 education

Reflections and Papers Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Focus & Clarity	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	Lacks clear focus; ideas are underdeveloped or off-topic.



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			development	
Structure	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.
Content & Insight	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.
Evidence & Support	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.
Mechanics & Style	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.
Reflection (if applicable)	Thoughtful, personal reflection with meaningful connections to	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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	experience or learning.			
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To meet the program requirements, students must pass the course with 70% or above.

Grade	%	Points
A	100-90	980-882
B	89-80	881-784
C	79-70	773-685
D	69-60	685-588



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Course Schedule: Please attach the course schedule/outline

Week	Class Topic and Activity	Assignment and Due Date	SEP (Standards of Effective Practice) SM (Subject Matter) CS (Cultural Standard)
Week 1 Jan 8 th Exploring Inquiry and Discovery Learning	Syllabus, Intro, Questions Chapter 11-Exploring Inquiry and Discovery Learning <ul style="list-style-type: none"> • Anticipatory Set • Performance Expectations • Check for Understanding: Karplus Learning Cycle; Bybee Learning Cycle • Article: The 6 T's of Effective Elementary Instruction • Check for Mastery: Performance Expectations • Summary Learning Activity: Karpus Learning Cycle; Inductive Models 	Assessments: <ul style="list-style-type: none"> • Supplemental Learning Exercise #1--Learning Model Cycles • Final Questions Chapter 1 	SEPS 5C;
Week 2 Jan 15 Asynchronous Week Utilizing Cooperative Learning	Chapter 12-Utilizing Cooperative Learning <ul style="list-style-type: none"> • Anticipatory Set: Rate What You Know • Performance Expectations • Check for Understanding: Modes of Learning; Elements of Cooperative Learning • Article: Cooperative Learning • Video: Cooperative Learning • Check for Mastery: Performance Expectations • Summary Learning Activity: Cooperative Learning Concepts 	Assessment: <ul style="list-style-type: none"> • Supplemental Learning Exercises: #2-Think, Pair, Share • Chapter 12 Questions • Article review • Field Experience • One Hour--Field Experience (meet with host teacher, reading specialist and paraprofessionals) • Field work assessment Reflection (assessed with reflection rubric) 	SEPS 5C; CS SM 3C1c, 3A 6;3E3, 3G4; 3G6
Week 3 Jan 22 Providing for Individual Difference	Chapter 13- Providing for Individual Difference <ul style="list-style-type: none"> • Anticipatory Set: Mental Flexibility and Creativity Quiz • Performance Expectations • Check for Understanding: Types of Learning; The Learning Principles; Embedding Brain-Based Strategies in a Lesson; Rtl Misconceptions; Research • Article: Understanding Misconceptions; Strategies for Diverse Learners 	Assessments: <ul style="list-style-type: none"> • Supplemental Learning Exercises #4-Teaching Philosophy, #5-Progress Monitoring, #6-Choice Board • Chapter 13 Questions • Field Experience: <ul style="list-style-type: none"> • One Hour--Field Experience • Field work assessment Reflection (assessed with reflection rubric) 	SEPS 4B; 5B; 9B; 9C; 9I; 9J; 9K; 9L; 9M CS 3A 6;



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	<ul style="list-style-type: none"> • Video: New Teacher Survival Guide: Differentiating Instruction • Self-Assessment Survey on Teaching Behaviors • Check for Mastery: Performance Expectations • Summary Learning Activity: Crossword Puzzle 		
<p>Week 4</p> <p>Jan 29</p> <p>Building Assessment Literacy</p>	<p>Chapter 14- Building Assessment Literacy</p> <ul style="list-style-type: none"> • Anticipatory Set: Positive or Negative Practices • Performance Expectations • Check for Understanding: What Comes First?; Comparison Chart; Function of Assessment; True or False • Article: What a Difference a Word Makes • Check for Mastery: Performance Expectations • Summary Learning Activity: Purposes and Results 	<p>Assessments:</p> <ul style="list-style-type: none"> • Supplemental Learning Exercises #4-Form, Use, Method, and Other; #5 Assessment Literacy Standards • Chapter 14 Questions • Article review <p>Field Experience:</p> <ul style="list-style-type: none"> • One Hour--Field Experience • Field work assessment Reflection (assessed with reflection rubric) 	<p>SEPS 4B; 9B; 9C; 9D; 9E; 9F; 9G; 9H;</p> <p>CS</p> <p>SM 3 C1c, A 6; 3C1.b;</p>
<p>Week 5</p> <p>Feb 5</p> <p>Formative Assessment</p>	<p>Chapter 15- Applying Formative Assessment</p> <ul style="list-style-type: none"> • Check for Understanding: What's Wrong With This Picture?; Responding to Data • Performance Expectations • Article: Inside the Black Box • Video: Dylan Wiliam Discusses Formative Assessment • Check for Mastery: Performance Expectations and Gradual Release methods • Summary Learning Activity: Analyzing the Data 	<p>Assessments:</p> <ul style="list-style-type: none"> • Supplemental Learning Exercises #1-Case Study: Word Sorts, #2-Role of Formative Assessments • Chapter 15 Questions • Article review <p>Fieldwork:</p> <ul style="list-style-type: none"> • One Hour--Field Experience (focused on host teacher's shared data sets of reading and/or math) • Field work assessment Reflection (assessed with reflection rubric) 	<p>SEPS 9B; 9C; 9D; 9E; 9F; 9G; 9H; 9N; 11F</p> <p>CS SM 3 A 6; 3 C1b, 3F2</p>
<p>Week 6</p> <p>Feb 12</p> <p>Creating Assessments</p>	<p>Chapter 16- Constructing Classroom Test</p> <ul style="list-style-type: none"> • Anticipatory Set: "Fishboning" for High Quality Tests • Performance Expectations • Check for Understanding: Matching Outcomes to Test Items; A Table of Specifications; Using 	<p>Assessments:</p> <ul style="list-style-type: none"> • Supplemental Learning Exercises #1--Steps of Test Construction Process • Chapter 16 Questions <p>Field work:</p>	<p>SEPS 4B; 5C; 9B; 9C; 9D; 9E; 9F; 9G; 9H; 9I; 9J; 9K; 9L; 9M; 9N; 11F</p> <p>CS SM 3A 6; 3D5; 3D6; 3E2a; 3G6</p>



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	<p>Propositions to Develop Test Items; Use Technology</p> <ul style="list-style-type: none"> • Video: Test Prep: What Do You Think? • Check for Mastery: Performance Expectations • Summary Learning Activity: Packaging the Test 	<ul style="list-style-type: none"> • One Hour--Field Experience (focused on host teacher's example of literacy testing items; observe and then give a section of this assessment to K6 students using a micro lesson plan--assessed with lesson plan rubric) • Field work assessment Reflection (assessed with reflection rubric) • 	
<p>Week 7 Feb 19 Asynchronous Week Developing Test Items</p>	<p>Chapter 17-Developing Test Items Anticipatory Set: What is your Testing IQ?</p> <ul style="list-style-type: none"> • Performance Expectations • Check for Understanding: Evaluating True-False Items; Evaluating Matching Items; Evaluating Completion (Short Answer) Items; Evaluating Multiple Choice Stems; Evaluating Multiple Choice Alternatives; Evaluating the Interpretive Exercise; Evaluating Essay Items; Grading an Essay Question • Check for Mastery: Performance Expectations • Summary Learning Activity: Analyzing Test Items 	<p>Assessments:</p> <ul style="list-style-type: none"> • Supplemental Learning Exercises #1-Test Item Types, #3- Test Item Comparison • Chapter 17 Questions • • Fieldwork: One Hour--Field Experience (focused on finding and explicitly teaching a differentiated essay/short answer assignment; creating a micro lesson plan-to be assessment with lesson plan rubric) • Field work assessment Reflection (assessed with reflection rubric) • 	<p>SEPS 4B; 5C; 9B; 9C; 9D; 9E; 9F; 9I; 9J; 9K; 9L; 9M; 11F</p> <p>CS SM 3A 6; 3D5; 3D6; 3E2a;</p>
<p>Week 8 Feb 26 Performance Assessment Tasks and Rubrics</p>	<p>Chapter 18- Creating Performance Assessment Tasks and Rubrics</p> <ul style="list-style-type: none"> • Anticipatory Set: The Challenge Adventure • Performance Expectations • Check for Understanding: Performance Task Components; Rubric Components Comparison Chart • Articles: What's Wrong---and What's Right---with Rubrics? And Understanding Rubrics • Check for Mastery: Performance Expectations • Summary Learning Activity: Crossword Puzzle 	<p>Assessments:</p> <ul style="list-style-type: none"> • Supplemental Learning Exercises #5- Understanding Rubrics • Chapter 18 Questions • • Fieldwork: One Hour--Field Experience (focused on using host teacher's assignment rubric and created a micro lesson plan-to be assessment with lesson plan rubric) • Field work assessment Reflection (assessed with reflection rubric) • 	<p>SEPS 4B; 5C; 9B; 9C; 9D; 9E; 9F; 9G; 9H; 9I; 9J; 9K; 11F</p> <p>CS 3A 6; 3D5; 3D6; 3E2a; 3F2; 3G4; 3G6</p>



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<p>Week 9</p> <p>March 4</p> <p>Evaluating Data, Items, and Tests</p>	<p>Chapter 19-Evaluating Data, Items, and Tests</p> <ul style="list-style-type: none"> • Anticipatory Set: Analyzing and Interpreting Data • Performance Expectations • Check for Understanding: Results-Oriented versus Process Goals; Item Analysis Procedures; Forms of Validity • Check for Mastery: Performance Expectations • Summary Learning Activity: Item Analysis 	<p>Assessments:</p> <ul style="list-style-type: none"> • Supplemental Learning Exercises #3 and #4-- Validity and Reliability • Chapter 19 Questions <p>Fieldwork:</p> <ul style="list-style-type: none"> • One Hour--Field Experience (focused on Oriented versus Process Goals) • Field work assessment Reflection (assessed with reflection rubric) 	<p>SEPS 5C; 9B; 9C; 9D; 9I; 9J; 9K; 9L; 9M</p> <p>CS SM 3A 6;</p>
<p>March 11-15 Spring Break</p>	<p>No Class</p>		
<p>Week 10</p> <p>March 18</p> <p>Reporting Pupil Progress</p>	<p>Chapter 20- Reporting Pupil Progress</p> <ul style="list-style-type: none"> • Anticipatory Set: Will the Real Grade Please Stand Up? • Performance Expectations • Check for Understanding: Grading Terminology; Setting a Mousetrap • Video: Standards-Based Grading Overview • Article: Helping Standards Make the Grade • Check for Mastery: Performance Expectations • Summary Learning Activity: Grading and Reporting Systems 	<p>Assessments:</p> <ul style="list-style-type: none"> • Supplemental Learning Exercises #3- Types of Grading and Reporting Systems, #7 Reporting Student Progress to Parents • Chapter 20 Questions <p>Fieldwork:</p> <ul style="list-style-type: none"> • One Hour--Field Experience (creating and teaching a micro lesson on supporting students' understanding of grading terminology- to be assessed with lesson plan rubric) • Field work assessment Reflection (assessed with reflection rubric) 	<p>SEPS 5C; 9B; 9C; 9D; 9E; 9F; 9G; 9H; 9I; 9J; 9N; 11F</p> <p>CS SM 3A 6; 3 C1c, 3D5; 3D6; 3E2a;</p>
<p>Week 11</p> <p>March 25</p> <p>Asynchronous Week</p> <p>Formative Assessment</p>	<p>Embedded Formative Assessment-Dylan Williams</p> <p>Group Work-As a group, read the assigned chapter(s), develop a presentation based on the chapter(s), develop an assessment to check for understanding of the chapter(s)</p>	<ul style="list-style-type: none"> • Read assigned chapter(s) <p>Assessments:</p> <ul style="list-style-type: none"> • Develop a presentation of the chapter(s) • Present the chapter(s) • Develop an assessment with an intervention for one of your micro lesson plans (assess with lesson plan rubric) 	<p>SEPS 5C; 9B; 9C; 9D; 9E; 9F; 9G; 9H; 9I; 9J; 9K; 9L; 9M</p> <p>CS SM 3A 6; 3D5; 3D6; 3E2a; 3E2b;</p>



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		<ul style="list-style-type: none"> One Hour--Field Experience (continuation of field works weeks 2-10) 	
Week 12 April 1 Formative Assessment	Embedded Formative Assessment-Dylan Williams Group Work-As a group, read the assigned chapter(s), develop a presentation based on the chapter(s), develop an assessment to check for understanding of the chapter(s)	<ul style="list-style-type: none"> Read assigned chapter(s) Assessments: Develop a presentation of the chapter(s) Present the chapter(s) Develop an assessment 	SEPS 9B; 9C; 9I; 9J; 9K; 9L; 9M CS SM 5G1b; 5G1c
Week 13 April 8 Formative Assessment	Embedded Formative Assessment-Dylan Williams Group Work-As a group, read the assigned chapter(s), develop a presentation based on the chapter(s), develop an assessment to check for understanding of the chapter(s)	<ul style="list-style-type: none"> Read assigned chapter(s) Assessments: Develop a presentation of the chapter(s) Present the chapter(s) Develop an assessment 	SEPS 5C; 9B; 9C; 9I; 9J; 9K; 9L; 9M
Week 14 April 15 Putting lessons together Asynchronous Week	Two Week Learning Plan Presentation	<ul style="list-style-type: none"> Work on Presentations 	SEPS 5C; 9B; 9C; 9D; 9E; 9F; 9G; 9H; 11F
Week 15 April 22 Putting lessons together	Two Week Learning Plan Presentation	Assessments: <ul style="list-style-type: none"> Presentations (grading with D2I presentation rubric) 	SEPS 5C; 9B; 9C; 9D; 9E; 9F; 9G; 9H; 9I; 9J; 9K; 9L; 9M; 11F
Week 16 April 29-May 4	Finals	Assessments: Two Week Cross Curricular Unit Plan (200 points) Due at the end of semester. <ul style="list-style-type: none"> Reading for grades K-3 will be the focus for this lesson. Include Minnesota State Standards, Learning Outcomes, Performance Tasks, Lessons, Assignments, Activities, Assessments (formative and summative), Interventions Include differentiation plans for students who have learning disabilities, are gifted and talented, using 	SEPS 4B; 5C; 9B; 9C; 9D; 9E; 9F; 9G; 9H; 9I; 9J; 9K; 11F CS SM 3A 6; 3D5; 3D6; 3E2a; 3F2; 3G4; 3G6; 3C.1.b; 5C1.c;



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		<p style="text-align: center;">multiple intelligences, and are culturally diverse</p> <p>Assessments will determine proficiency levels for the whole group and individual, observations, and analyzing student work (assessed with D2L rubric)</p> <p>Assessment/Project</p>	
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FDLTCC Competencies Across the Curriculum (CAC)

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

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

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

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



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Conceptual Framework

Vision

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

Mission

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

Cultural Standards Woven Together with Professional Outcomes

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

GIKENDAASOWIN – Knowing Knowledge

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

Disposition: Integrates Content and Pedagogical Knowledge

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

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



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Professional Outcome: Content and Pedagogical Knowledge

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

GWAYAKWAADIZIWIN – Living a Balanced Way

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

Disposition: Communication and Collaboration

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

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

Professional Outcome: Community and Collaboration

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

ZOONGIDE'EWIN – Strong Hearted

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

Disposition: Vision and Leadership

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

- Demonstrates skills and qualities that lead to meaningful change.
- 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*

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

4B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

Subpart 5. **Standard 4, Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;

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

9D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;

9E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

9F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;

9G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;



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9H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

9I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

9J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;

9 K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;

9L. establish and maintain student records of work and performance;

9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and

9N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning

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

11F. understand data practices;

Content Standards: 8710.3200 Elementary Education

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

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

C. A teacher of young children in the primary grades 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 in English language learners; and

(c) the interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages



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may differ from English and factors and processes involved in transferring literacy competencies from one language to another.

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:

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work; and

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

Assessment

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:

(2) formal and informal tools to:

(a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds; and

(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers.

(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

F. A candidate for licensure as a teacher of elementary education 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:

(2) The ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds;

(7) The use a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home.

G. A candidate for licensure as a teacher of elementary education demonstrate a view professional development as a career-long effort and responsibility including:



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- (4) Understanding how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;
- (6) Collaborate with other professionals on literacy learning initiatives.

Reference List:

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