All students who complete the FDLTCC/UMD American Indian Teacher Corps Program will be actively working towards the betterment of Indigenous peoples. Upon completion of the program students will have received an education that has embedded in it the core values, mino-bimaadizi-win, the good path of the Anishinaabeg. The mission of the program is first and foremost guided by these values. In addition, the objectives of this course are organized in accordance with the five major components of the Learner-Sensitive Teacher Model: Empowerment, Diversity, Collaboration, Technology and Reflection (see department publication). This operating philosophy guides the development and instruction in all courses in the education programs at the University of Minnesota-Duluth.
Course Purpose:
To understand the present state of American Indians one must understand the historical experiences of American Indian people to better serve them. An overview of boarding schools, state and federal laws and acts will be examined and connected to how they relate to the context of the present day American Indian. An understanding of the family, tribal community & governments, cultural practices and values will be used as a foundation for understanding and learning teaching practices appropriate to elementary/middle school children. In addition, this course will provide you opportunities for immersion into the profession of education and make available learning experiences aimed at strengthening your understandings of the expectations of the Program, the Minnesota Standards of Effective Practice (SEP), NCATE, and The American Indian Learner Outcomes (AILOS).

***This course requires a two-hour weekly field placement.

REQUIRED TEXTS:


CLASS MEETINGS:
Attendance is expected. It is part of being a professional. Attendance implies more than a mere physical presence but rather an active, engaged, participating member of the class in all forms it takes. Attendance will be kept and factored in to your final grade. Consider this class to be professional job in which you are a member of a teaching team. As in a job, therefore, attendance is required because (a) you are an important part of the teaching team, (b) you are a valuable sounding board for your peer's ideas and (c) ideas received in class are vital to your success a teacher.
Value of attending class: You will gain more from class and participating in the class activities (e.g., peer teaching experiences, cooperative groups, this course by regularly attending demonstrations, videos, and discussion) aimed at helping you learn the concepts and strategies. Attendance is graded for two main reasons: (a) to emphasize your responsibility in taking full, active advantage of the educational experiences for which you are receiving credit, and (b) to give credit for the learning and insights that take place during class meetings that otherwise might not be adequately assessed through the exams, and (c) to practice educational dispositions.

Your attendance record will also play a role in three additional ways that should be important to you: First, I will be submitting mid-quarter reports of concern to your advisor, if your attendance is spotty, the purpose of which is not punitive but rather to be sure that someone follows up to see if you are OK, since poor attendance is often an indicator of other problems. Second, poor attendance will make you ineligible for a grade increase should your final course grade point average be just slightly below the cutoff for the next highest grade. Third, it will become part of your disposition profile, which will be copied for your file.

Instructional Strategies:
During class meetings, we will be covering all of the topics related to the teacher as a professional. In class, we will try to build on the basic information provided by a variety of informational sources, and to go into depth on special topics. Lectures, therefore, are only one source of information. In fact, the majority of time at most class meetings will be spent on active learning activities/directive lab, rather than on traditional lectures. Strategies will include, textbook circles, webbing, sharing, videos, and guest speakers.

PROFESSIONALISM:
Teachers are professionals! You will practice skills that are important for being a professional e.g., time management, following directions, being a listener, mutual respect, being polite to others, writing and speaking skills, checking co-workers, handling and coping with stress, …having a positive attitude towards your work and maintaining good academic record. As a member of Gekinoo’imaagejig, you are a member of a cohort. Because of this, you have a responsibility to yourself and the other members of the group. When one member is creating an imbalance, the whole group is out of balance. You represent yourself, your family, clan, community/tribe, this program, and the partnering institutions. Not showing up for class, not participating equally in projects/assignments are all examples of creating and imbalance within the group.
**No hats in class.** You will need to dress and act professional for your field experience. In the field the teacher candidate will need to follow the school site dress code. UMD students who do not arrive at the school site appropriately dressed will be asked to leave to make a change of clothes. **IF YOU ARE UNSURE OF THE DRESS CODE PLEASE ASK THE PRINCIPAL OR CLASSROOM TEACHER.**

**EXAMS/QUIZZES:**

The EXAMS/projects/QUIZZES cover lectures, class discussions, projects, group work, journals, field experience, and reading assignments. The exams may be written, in-class on computer, take-home, individual, or cooperative. We will tell you the objectives and structure before each quiz or exam. There are weekly quizzes. The final exam will be in-class, working with children, and/or take-home.

**Missed exam/project policies:** If you get an approval before the exam time and if the reason is unavoidable and provable, you may take the regular exam at an agreed upon time. A late exam must be taken at a time when someone is available to administer it.

**GRADING:**

**Late Work/Projects:** Although reports may be accepted after the deadline (unless stated otherwise), each day the assignment is late beyond a deadline, the result will be a one-step reduction in the grade earned (ex: A- to B+). Project reports will not be accepted more than two days following the due date, resulting in an F grade. Negotiation of a later due date if you encounter unavoidable problems such as an illness, accident, or death, is possible.
### GRADING GRID:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>3.00</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
<td>80-82.0%</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
<td>73.76-99%</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
<td>70-76.9%</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.33</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory</td>
<td>0.00</td>
<td>&lt;Less than 60%</td>
</tr>
</tbody>
</table>

- Achieve on or above C- on all projects, activities and exams in order to pass class.
- C- or above needed in licensure required courses in order to apply to ELED program.
- Must pass practicum in order to pass course.

### INCOMPLETES:

If you cannot complete this course by the end of the semester it is your responsibility to formally request a grade of Incomplete. See [http://www.d.umn.edu/educ/forms/index.html](http://www.d.umn.edu/educ/forms/index.html) You cannot earn higher than a C in the course if any of the exams or projects have not been completed (unless you and I have signed a contract for an Incomplete). Because of educational grants, financial aid, or sports program requirements, having an incomplete may cause a hardship for you. You need to get C- or better in order to apply into the elementary education program. See guidelines for incompletes at Education web site.

### SPECIAL NEEDS:

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in class, or in the field, are encouraged to inform the instructor at the start of the course. Adaptation of methods, materials, exams, or field experiences may be made as required providing for equitable participation. Assistance can be obtained from the Student Development Center.