

FDLTCC Elementary Education Field Experience and Student Teaching Handbook



FOND DU LAC TRIBAL
AND COMMUNITY COLLEGE

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Conceptual Framework for Fond du Lac Tribal and Community College Education Unit

The conceptual framework defines the mission, values, cultural standards, and professional standards of the FDLTCC Education Unit. By its very nature, the framework must be a document of stability and consistency while at the same time being dynamic and responsive to the changing priorities, research, new insights, and professional mandates.

The FDLTCC Education Unit combines culturally responsive pedagogy (CRP) and Indigenous teaching and knowledge into the curriculum in order to build a strong program that meets the needs of our teacher candidates, the students they will teach, and the community. Our practice is guided by the belief that a candidate's acquisition of Anishinaabe knowledge, skills and dispositions are central to the preparation of culturally competent professional educators. CRP helps to bridge different ways of knowing and engages and supports candidates from non-dominant cultures in demonstrating their knowledge and other tools that they use to navigate their everyday lives.

The FDLTCC Education unit's conceptual framework flows from the mission, vision, and values of the college and is tightly woven and guided by *Gidizhitwaawinaanin* – “our cultural standards”. *Gidizhitwaawinaanin* are recognized by the Anishinaabe communities that are served and provides the foundational principles that guides the unit in preparing our teacher candidates to work effectively in diverse K–12 schools.

The cultural standards are built upon and adapted from the WINHEC accredited American Indian Programs. The conceptual framework is an evolving document that includes the shared views of the faculty, staff, teacher candidates, the Tribal College Board, and school and community partners who collaborate and provide input into our curricula.

FDLTCC Education Unit is comprised of both Native and non-Native faculty and all are well aware of and make use of Indigenous theories, models, and practices in seeking to serve and support the success of both Native and non-Native teacher candidates. The unit's conceptual framework provides a starting point for non-Native American faculty to consider as they engage and support the unit's Native and non-Native teacher candidates throughout their program.

The overall objective of the FDLTCC Education Unit is to “facilitate the goal of wholeness to which Indigenous knowledge aspires” (Battiste, 2002, p. 30). For Native American students,

and particularly Anishinaabe students “who already experience a dissonance as they move school to home” (Richardson & Dinkins, 2014, p. 59) this is a particularly important goal to strive towards as we prepare our teacher candidates to work in a culturally diverse society.

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.

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.
- 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.

Professional Outcome: [Assessment and Use of Data](#)

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

ZAAGI' IDIWIN – Loving and Caring

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

Disposition: [Equity, Social Justice, and Inclusion](#)

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

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

Professional Outcome: [Diversity](#)

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

environment.

ZHAWENINDIWIN – Compassion

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

Disposition: **Life-long Learner**

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

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

Professional Outcome: **Generation of New Knowledge**

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

Welcome to FDLTCC Elementary Education Unit

FDLTCC Elementary Education Unit Field Experience

Field Experiences can be associated with a variety of courses on campus. In this handbook, you will find helpful information so that your experience is valued and successful. Field experiences are a vital part of any education program. Field experiences are central to successful education programs. The process of learning to teach requires opportunities to engage in ongoing authentic experiences.



Why Am I Doing A Field Experience?

Clinical practice or a field experience is central to high-quality teacher preparation. FDLTCC Students are placed with master teachers in the field to understand and apply the practices from courses to teaching.

Education Majors are required to have a minimum of 100 hours of field experiences prior to student teaching. The Professional Educator and Licensing Board (PELSB) states:

A candidate for licensure to teach elementary students in kindergarten through grade 6 must have a variety of field experiences which must include at least 100 school-based hours prior to student teaching that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

All courses that include a field experience within the education program take the field experience simultaneously with the course. Students will be assigned K-6 host teachers in area schools. Our ability to place you with an effective host teacher so that you can learn your profession depends on our strong relationships with local school districts. These districts may also place teacher candidates from other

institutions, so it is vital that we communicate with the district representatives in a timely and organized manner.

To respect our relationship with our partner districts, it is our policy that all placements are arranged by the Field Experience Coordinator. Students should not contact school districts or individual schools directly to request a placement for themselves. Even if you happen to know a principal, and she has said she wants you to come teach for her, we must work through placement protocols.



Attendance

Punctuality is required of all field experience students. In cases where absence is necessary, it is the field experience student's responsibility to notify the host teacher. If a student misses more than one time in the field experience placement, the absence must be made up at the end of the placement period. Chronic absence is a basis for dismissal from the field experience and lowered or failing grades can occur. This can prevent a teacher candidate from progressing through the sequence of courses.

Academic Progression

We have high expectations for our teacher candidates. We also expect students to maintain a grade of "B" or better in all Education courses required for the B.S. degree in Elementary Education.

Students must earn a minimum grade of a "B" (P/F option does not apply) in each of the education courses in order to proceed to the next education course in the sequence and to qualify for graduation. A minimum grade of "C" is required general education courses.

Students must satisfactorily complete all the courses listed in the Education Planner before pinning and graduation.

Pass/No Credit (P/NC) Courses

Except for student teaching, all courses are on a grade-only basis.

Incomplete Grades

The grade of incomplete (“I”) may be granted at the discretion of the course instructor in special cases in which, for reasons beyond your control, all course assignments were not finished although you were passing all other aspects of the course. The incomplete must be resolved by the second week of the next semester in which you enroll for any course that serves as a prerequisite for other courses.

Academic Support

If you are struggling to succeed in the Elementary Education Program, our faculty will work to support you and get you back on track so that you can achieve your goals. If needed, your faculty instructor can trigger an alert with any performance issues. The Elementary Education Coordinator will meet with you to address the areas of concern. An Academic Success Plan will be developed by you and the Elementary Education Program Coordinator with specific goals that need to be addressed and a timeline for completion. You may be placed on an Academic Success Plan to get you back on track. (see Appendix A for Academic Success Plan).

Assistance Plans

If you are facing academic, personal, or professional problems that affect your studies, contact your academic advisor. Your advisor can begin the process of creating a student assistance plan, so you are able to finish your degree.

Grade Appeals and Student Grievances

Please see the FDLTCC Student Handbook for policies and procedures related to grade appeals and student grievances. While the unit has adopted these policies and procedures, the unit has developed the following appeals process for our candidates in order to comply with *Minnesota Statutes, section 122A.09, subdivision 4, paragraph C*. License and rules. (c) The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.

FDLTCC Education Unit Appeals Procedure

The purpose of this appeal procedure is to guarantee all students due process rights and to protect students from bias and retaliation and to comply with **Minnesota Statutes, section 122A.09, subdivision 4, paragraph C*. Teacher education candidates should utilize the following procedures to appeal issues related to the teacher education program.

- If you have concerns about issue within the teacher education program except for grades, first discuss it with your advisor. If your concerns remain unresolved, then request to meet with the Elementary Education Coordinator to discuss resolution of your concern.
- If your concerns are still unresolved, then prepare your concerns with the Application for Appeal form (see Appendix B). Complete the form with the guidance of your faculty advisor and obtain his or her signature. Candidates must include all documents with their appeal submission (DARS, transcripts, test scores, study resources, medical information, reference letters, etc.). Review the appeal form with the Elementary Education Coordinator and obtain his or her signature.
- Submit your form and documents to the Dean of Education at kimberly.spoor@fdltcc.edu.
- The Dean will review the concerns and committee will make the final decision to grant or deny the appeal and will inform the candidate regarding the final decision regarding the approval or denial of the appeal. Please note: A specific issue may be appealed one time.

Dismissal from Elementary Education Program

Students may be dismissed from the Elementary Education Program for any of the following reasons:

- Failure to document the fulfillment of student assistance plan commitments.
- Breach of ethical responsibilities, as stated in the Minnesota Code of Ethics for Teachers (see Appendix C).
- Breach of ethical responsibilities, as stated in the FDLTCC Student Code of Conduct.

Note: A student dismissed for a violation will not be allowed to continue in any field experience for that semester, will be dropped from the Elementary Education Program at the end of the semester, and will not be readmitted to the major.

Criminal Background Check

Castle Branch Criminal Background Check: You will receive an email from the Education Program Facilitator regarding this information. Students need to have the background check completed when they begin field experience courses. See Appendix D for additional information.

Liability Insurance Coverage

All Fond du Lac Tribal & Community College Education Unit field experience students are required to carry liability insurance. Students must purchase Education Minnesota Aspiring Educators (EMAE) insurance as a form of liability insurance. In addition to the insurance, a student becomes a member of the Minnesota Education Association. EMAE Insurance is renewed every year. EMAE Insurance coverage spans from September 1-August 31. Completion of this requirement is monitored by the Office of Clinical Practice.

Without this insurance, students will not be assigned a placement.

Here is the link for EMSP insurance: [Education Minnesota - Home](#); apply online.

Note: Make a copy of the verification page that appears when you are done. Keep this copy some place safe. You will need this for proof of insurance before your card comes.

About two weeks after you apply online, you can return to the Education Minnesota union website, and register on the right-hand side using your membership ID number. You choose your username and password. Please be sure to write it down including the email address that you put on the registration section. Your membership card will come in the mail to the address you provided when applying. It will take 6-8 weeks, but you can use the verification sheet to show you have membership. After you have registered you can access everything on the site that is available to teachers. The Access to Savings section is found under the log in section; you must log in to use this section. Type in your zip code or the name of a city or town and it will pull up all the places you can save money.

When Will I Get My Placement?

The Field Experience Coordinator will arrange placements with school and community organizations. You will receive your field placement only when your EMAE and Background Checks have been verified.

Placements begin within the first few weeks of each semester and is coordinated and approved by your instructor for the course.

Professionalism During Clinical Experiences

Dress and Conduct

Dress for Success! The way you dress will create an impression on teachers and students. Avoid wearing jeans, t-shirts, low cut shirts. Follow the Minnesota Code of Ethics for Teachers (see Appendix C for details).

Transportation

It is the responsibility of the field experience student to arrange for transportation to and from the assignment. Placements can be up to 100 miles from Fond du Lac Tribal & Community College. Travel time is not included in the hours counted towards the minimum of 100 hours of field experiences.

Before Your Visit

Make initial contact with your host teacher using email. Teacher emails are found under the staff directory on the school's page. If you cannot find the host teacher's email address, please contact the field experience coordinator in the education department or by email at tgraves@fdltcc.edu

- Address the host teacher by their preferred professional title.
- Introduce yourself in the body of the email. The introduction should include the class you are taking and the time you have been assigned to the classroom.
- Ask if email is the preferred way to communicate with him or her.
- Establish a time to meet and visit the class.
- Take a test drive to your school location. This will help you gauge the time it takes to travel from campus to your school destination.

Sample Letter:

Dear Host Teacher Name

Write a paragraph that opens with a sentence in which you express your enthusiasm for joining the class for your field experience. Include the course name and number of hours you expect to work in the classroom. Confirm your arrival day and time. Write a couple of sentences about your major/minor and related interests.

Write a couple of sentences about your goals for this class. Confirm the preferred method of communication for the cooperating teacher. (text, email, phone) End with a positive statement about joining the class.

Sincerely,
Your Name

During the Field Placement Experience

- Become familiar with rules and regulations of the school, and policies and procedures of the classroom teacher.
- Develop understanding regarding the organization, administration, and philosophy of the school assigned.
- Give evidence of a willingness to assist the host teacher(s) with clerical and supplemental instructional tasks.
- Welcome feedback from the host teacher(s) and work to implement suggestions for improvement.
- Avoid situations which are outside the responsibility of a field experience student.
- Model appropriate speaking and writing skills.
- Put away cell phones and computers during your field experience time.
- Pay particular attention to these specifics:
 - Learn the names of the students.
 - Be well-groomed and practice good habits of person hygiene.
 - Show interest, initiative, and enthusiasm and demonstrate resourcefulness.
 - Be friendly, cooperative, and considerate of teachers, students, and total staff.
 - Use equipment and materials responsibly and carefully.
 - Inform the host teacher concerning goal development during the field experience.

Dispositions Assessment

The disposition assessment is completed for the following courses: EDU 1020; EDU 3101; EDU 4102; and Student Teaching (See Table 1). It is submitted as a self-assessment and by the course instructor. This appraisal is combined with the faculty's evaluation of the classroom work. In addition, random checks with host teachers are made for all field experience courses. A final disposition assessment will be completed by the cooperating teacher during student teaching.

Where Occurs	Disposition	Cultural Standard	Semester	Year
EDU/AMIN 1020 Foundations of Anishinaabe and American Education System	Integrates Content and Pedagogical Knowledge	GIKENDAASOWIN – Knowing Knowledge	Fall	Freshman
EDU 3101 Lang. Arts Methods II	Communication and Collaboration	GWAYAKWAADIZIWIN – Living a Balanced Way	Spring	Junior
EDU 4102 Differential Instruction and Assessment	Data-Informed Practice	DEBWEWIN – Honesty and Integrity	Fall	Senior
EDU 4500 Student Teaching	Life-Long Learner	ZHAWENINDIWIN – Compassion	Spring	Senior

Table 1: Disposition Self-Assessment Aligned to Field Courses and Emphasized Cultural Standard/Disposition

A copy of the Dispositions Assessment can be found in Appendix E of this handbook. The Dispositions Form can be found at this link:

All teacher candidates will be required to read and sign the Teacher Candidate's Commitment to Professional Disposition form prior to engaging in any field experiences and student teaching (see Appendix E).

Field Experience Courses

Field Experiences occur early, often, and include a variety of experiences. Table 2 outlines when field experiences occur, what course and when the course is offered, the grade level that the experience will occur, the type of experience, and the number of hours for each field experience. The faculty instructor and the field experience coordinator will work to find your placements. A lesson plan template will be provided and can be found in (see Appendix F).

Term	Course	Course Name	Grade Level	F.E Description/type	Location	Hours
Fall Freshmen	AMIN/EDU 1020	Found Anish/Amer Educ Systems	Elementary K-6	Attend a School Board Meeting; Provide service in a culture responsive Prek-6 Classroom.	Other	15
Spring Freshmen	CDEV/EDU 1210	Growth and Development	Elementary - Lower K-3	Observations	Other	15
Fall Sophomore	HLTH 2100	Community Health and Wellness for Educators	Elementary - Lower-K-3	The following interviews will relate to K-3 students: Interview a School Counselor or a Social Worker; Interview a community health educator; Interview a School Nurse or a Special Education Teacher; Interview a Lunch Program Director	Other	15
Spring Sophomore	Math 1050	El Ed Math for Teachers	Elementary-Upper-4-6	Interview student in 4-6 classroom	Other	5
	ENG 2200	Am. Indian Children's Lit	Elementary-Lower- K-3	Observations; Reading to students; active listening		5
Term	Course	Course Name	Grade Level		Location	Hours
Fall Junior	EDU 3100	Lang. Art Methods I	Elementary - Lower-K-3	Implement Lesson Plans	Other	10
	EDU 3125	PE Methods	Elementary - Upper 4-6	Implement indigenized physical activity break at regional schools serving diverse populations but also Native children.	Other	8
	EDU 3200	Children with Exceptionalities	Elementary - Upper-4-6	Attend intervention meeting; Interview placement teacher; Interview a family member; Implement lesson plans; Implement assistive technology	Other	15
Spring Junior	EDU 3101	Lang. Arts Methods II	Elementary - Upper 4-6	Lesson plans; Reading Inventories	Other	10
	EDU 3120	Social Studies Methods	Elementary - K-6	Mini-Lesson edTPA	Other	5
	EDU 3121	Science Methods	Elementary -K-6	Implement Lesson Plans	Other	6
	EDU 4100	Classroom Management	Elementary-K-6	Implement Lesson Plans; Six Level Unit Plan using the Lesson Plan Template	Other	10
	EDU 4101	Curriculum & Instruction	Elementary-Upper4-6	Implement Lesson Plans; Six Level Unit Plan using the Lesson Plan Template	Other	20
Term	Course	Course Name	Grade Level		Location	Hours
Fall Senior	EDU 3122	Math Methods for Elementary Education	Elementary - K-6	Lesson Plans	Other	8
	EDU 4102	Differentiated Instruction & Assessment	Elementary - Lower K-3	Observation, Application of Assessment Tools	Other	10
					Total Hours	157

Table 2: Field Experiences Scope and Content

Suggestions for Participation:

Put yourself in many situations so that you can be fully prepared to teach your own classroom. Ask your cooperating teacher if you can participate in the following ways:

- Take Ownership of your experience.
- Work on your teaching goals.
- Be open to constructive feedback, as this will provide you with opportunities for growth.

Co Teaching Strategies You May Wish to Use One During Field Experiences

Teach, One Observe

One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

One Teach, One Assist

One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.



Station Teaching

The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.

Parallel Teaching

Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

Supplemental Teaching

This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.

Alternative (Differentiated) Teaching

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there is different.



Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader.

The main focus of Co Teaching is to find ways to keep both teachers actively engaged with students and their learning.

If Problems Arise

If a concern develops with the host teacher you are assigned, try to solve the problem by addressing the issue professionally and directly with the host teacher. If this does not resolve the situation, you should contact the faculty member teaching the course. The Faculty member will contact the Elementary Education Program Coordinator, who will follow-up with the concern.

Wrapping Up Your Field Experience

Conclude your experience by writing an email or sending a card to the cooperating teacher thanking them for providing you this experience. Remember, each time you are in the field, you are “interviewing” indirectly for a job!



Role of Faculty Instructor

The faculty instructor will be the first point of contact for your during field experience. The faculty member will:

- Provide a written document to the cooperating teacher, outlining the student goals for the course.
- Check progress of student during the course, through discussions and feedback and by reviewing the Dispositions data.
- Monitor the field hours at the end of each semester.

FDLTCC Checklist for Field Experiences

When you receive your placement:

- _____ Contact your host teacher via e-mail to introduce yourself and schedule a time to visit the classroom.
- _____ Include your name and phone number for a return call if the host teacher needs to contact you.
- _____ Inquire about policies and procedures you should observe when visiting, especially with regard to checking in and out of school.
- _____ Keep all appointments and arrive at school promptly each time you visit.
- _____ Notify the host teacher immediately if you need to change a visit.

First visit to the school/classroom:

- _____ Introduce yourself to the office staff and principal (if available)
- _____ Give the host teacher information about the requirements from the faculty supervisor of the course.
- _____ Discuss the schedule and ask how you can be involved in the classroom.
- _____ Explain what your requirements are for this placement (How many hours, how many lessons you must teach, you should explain that you want to be active)
- _____ Ask about classroom policies and express appreciation to the host teacher for agreeing to work with you.

Throughout the placement:

- _____ Share your expectations and class requirements with the host teacher and seek input as to your progress.
- _____ Direct any concerns about your field experience to your course instructor or clinical coordinator in a confidential setting.
- _____ Remain objective in your evaluation of the experience, accepting all forms of feedback.
- _____ Always maintain a professional demeanor and adhere to school guidelines especially regarding dress.
- _____ Express your appreciation in an email or card to the host teacher at the end of the placement as he/she has volunteered time and talent to provide you a good experience.

Completion of your placement:

- _____ Complete the online field transcript link for each class with a field experience. Include the hours, placement location, grade, and other pertinent information.

FDLTCC Elementary Education Student Teaching

Welcome to Student Teaching!

You have made it to the culminating experience in your elementary Education program and you should be proud of all the work you have done to get to this point in your program! While you have completed many hours in the classroom student teaching will involve continuous hours of concentrated teaching within a set classroom in the K-6 classroom. The clinical experience coordinator will work with you to find a classroom and a cooperating teacher that matches your needs, whether that is more experience in a diverse classroom setting or more experience in a particular grade level. Our hope is that you engage with your class and use your toolbox that you have accumulated over the course of the program and put it into practice.

Objectives

Student teaching program is a planned and carefully supervised learning experience within a designated classroom. This experience provides students with opportunities to integrate the principles, theories, and methods developed in classes and previous field experiences. The insights gathered in the field will assist in developing a philosophy of education and a personal teaching style based on self-reflection and feedback from students, cooperating teachers, and the faculty supervisor. The ten most important objectives of student teaching are:

1. To provide opportunities to become self-directed.
2. To provide opportunities for reflecting upon and assessing a philosophy of education.
3. To provide experiences under full-time supervision for the student teacher to direct teaching-learning situations.
4. To provide experiences in using methods, techniques, and instructional materials and technologies that prove to be the most effective in educational settings.
5. To provide opportunities for developing desirable professional interests, attitudes, ideas, and techniques of teaching through self-evaluation.
6. To provide feedback for the student teacher through continuous evaluation by the cooperating teacher and the faculty supervisor.
7. To provide experiences for understanding of the actual working conditions within a school setting.
8. To provide experiences for observation and participation in extra-curricular activities.
9. To provide opportunities for the student teacher to become aware of the importance of human relations as they apply to students, faculty, parents, and members of the community at large.
10. To provide experiences to the student teacher in recognition of and fostering of individual and cultural differences found among students.

Application to Student Teaching

As you move through your program, you have completed transition points. Transition Point 1 occurred when you were admitted into the Elementary Education program (see Appendix G for Transition Points). Transition Point 2 is Acceptance to Student Teaching. For this transition point, must complete the following before being placed for the 14-week student teaching experience:

Transition Point 2: Acceptance to Student Teaching

- Completed student teaching application (spring semester of the senior year)
- MTLE content and pedagogy (attempted)
- Background check/finger printing
- Completion of all course requirements
- Key and signature assessments completed and passed.
- Cumulative GPA of 2.75
- Completion of 100 hours of field experience that includes:
- Experience across a range of K-6 student development, interaction with parents/caregivers, experience with Indigenous students in various educational settings, experience with socioeconomic disadvantaged students; experience with ELL, experience with students with disabilities.

The Student Teaching application form is found in Appendix H and on the Education Unit website at:

Roles and Responsibility of the Student Teacher

Many recognizable variables influence the amount of actual experience that student teachers will receive. These variables include the competence of the student teacher, the willingness of the cooperating teacher to share the class, modifications due to administrative decisions, extra-curricular programs, and curricular organizations. However, there are expectations that serve as standards upon which the FDLTCC Elementary Education program is based.

During the initial week(s) of the experience, the student teacher should: (1) become familiar with the school environment; (2) assist the cooperating teacher; (3) review the planned courses of the grade, subject, and school; (4) gradually assume teaching responsibilities and use the lesson plan template (Appendix F); and (5) plan for the remainder of the semester. The FDLTCC Elementary Education program expects a strong commitment to the student teaching experience.

Professional Responsibilities of the Student Teacher

The student teacher should:

- Coordinate arrival and departure times to and from school with those of the assigned school. The student teacher should not request permission to leave early or arrive late. Daily attendance is required.
- Permission for all other absences must come from the faculty supervisor. The faculty supervisor must be notified before the cooperating teacher. Notify the faculty supervisor and cooperating teacher, in a timely manner, of an absence due to an illness. Excessive absences, depending on the reason, may be made up at a time specified by the faculty supervisor with the agreement of the cooperating teacher. Excessive absence is defined as more than three days in an assignment. The student teacher must secure permission from the faculty supervisor more than one day in advance of the date of an interview leading to a teaching position.
- Demonstrate the highest professional standard in the use of language, writing, use of electronic media and personal behavior—both in and out of the classroom.
- Inform the faculty supervisor immediately if involved in any official legal situations/violations. (e.g., theft, alcohol-related violations, illegal drugs)
- Observe high standards of professional ethics; for example, never speak disparagingly or negatively of the school, the school personnel, or the students (see Appendix C for Code of Ethics for Minnesota Teachers).
- Failure to comply with any of the professional responsibilities could result in the student teacher being removed from the assignment and placed on an Academic Success Plan. (See Appendix A).

Roles for the Education Unit /School Site & Roles and Qualifications for Cooperating Teachers

The history of existing FDLTCC partnerships provides a solid foundation for the Elementary Education program and its ability to find district and school partners for field experience placements. The following process has been developed for establishing collaborative school partnerships that will be shared within the unit and with partnership sites. As part of the process, the unit has developed and established roles for both the Education Unit and the School site. The unit will also work with each school site and develop Memorandum of Understanding (MOU).

The history of existing FDLTCC partnerships provides a solid foundation for the Elementary Education program and its ability to find district and school partners for field experience placements. In anticipation of unit approval, a process has been developed for establishing collaborative school partnerships that will be shared within the unit and with partnership sites. As part of the process, the unit has developed and established roles for both the Education Unit and the School site. The unit will also work with each school site and develop Memorandum of Understanding (MOU).

Roles for the Education Unit and the School Site

The process for establishing collaborative school partnerships is shared within the unit and with partner sites. The collaboration of Unit faculty, the Field Experience Coordinator, and school-based personnel will provide effective learning experiences for candidates through field placements.

Field Experience Coordinator:

Will be responsible for securing placements for fieldwork and student teaching. The placement coordinator will also provide an orientation for all student teacher supervisors and cooperating teachers prior to placing any teacher candidate. The placement coordinator review and maintain field experience and student teaching hours to ensure completion of required hours.

School-based Liaisons:

The school-based liaison will be a teacher or administrator who will serve as the primary contact for the school site. School-based liaisons will assist host and cooperating teachers to develop a schedule for teacher candidates to take over content lessons and small group instruction that works for the host and cooperating teachers. The school-based liaison will help resolve conflicts between the host and cooperating teachers the and teacher candidate, along with the Elementary Education Coordinator or Dean of Education.

Host and Cooperating Teachers:

The host and cooperating teachers' responsibilities will center on providing mentoring and support for teacher candidates throughout candidate's fieldwork and student teaching placements. Host and cooperating teachers will work collaboratively with the faculty to provide substantive feedback to candidates throughout their program. Cooperating teachers will be approved by the building principal or Human Resources office to mentor a teacher candidate. Cooperating teachers will have a bachelor's degree in the content field, a minimum of three years of successful classroom teaching (immediately prior to supervision of a candidate, and at least one year in the school), and hold a valid Minnesota license in the fields of specialization. In addition, it will be expected that host and cooperating teachers to have the ability and desire to mentor a teacher candidate. Cooperating teachers will be expected to attend an orientation training. Meetings with cooperating teachers and school-based liaisons will occur yearly to monitor the effectiveness of the field experience for candidates, cooperating teachers, and K-6 students.

Faculty Supervisors:

Will be responsible for observing candidates during student teaching and providing support for both the cooperating teacher and the candidate throughout the experience. Faculty supervisors will be faculty with expertise in K-6 teaching, with a minimum of three years teaching experience in the area of supervision and academic preparation and who have a with knowledge of content. Additionally, faculty supervisors will be responsible for demonstrating an understanding of effective teaching strategies for the delivery of instruction when coaching teacher candidates. Faculty supervisors also participate in the orientation training and edTPA training.

Included as part of the MOU will be the college's responsibilities and the sites responsibilities.

FDLTCC Education Unit will:

1. Place qualified students enrolled in its Education program for participation in a student teaching or field experience at the school site.
2. Be responsible for planning, directing, and evaluating the students' learning experiences.
3. Inform its faculty and students of the policies and regulations which relate to the learning experience program at the school site.
4. Inform its faculty and the students who are participating in the learning experience program that they are encouraged to carry their own health insurance.
5. Require all students to have completed a background study in accordance with Minnesota Statute 123B.03 as a pre-condition to participation in the clinical experience.

- a. Not assign a student to the school site if his/her background study documents demonstrate ineligibility to have direct contact with students under applicable law or regulations.
- b. Shall provide documentation regarding the completion or results of the background study pursuant to the written consent of the candidate.

The School or District:

1. Agrees to provide qualified candidates enrolled in the Education program student teaching or field experiences during the academic year so long as the school or district has qualified teachers willing to supervise candidates during this experience.
 - a. A qualified teacher will:
 - i. Have at least a bachelors' degree in the content field.
 - ii. Three years teaching experience.
 - iii. Hold a valid Minnesota license in the field of specialization being taught.
 - iv. Taught one year at the designated school site.
2. Is responsible for the safety and quality of education provided to its students by the candidates who are participating in the learning experience at the school site.
3. Will inform the education unit of its policies and regulations.
4. Recognizes that it is the policy of FDLTCC to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations.
5. May unilaterally suspend or terminate a candidate's participation at the site for any reason. The school liaison will consult with the Elementary Education Coordinator or Dean of Education before suspending the candidate's participation, except where consultation is not reasonable possible under the circumstances.

To provide our teacher candidates with the best experiences possible, all host teachers (for field experiences) and cooperating teachers (for student teaching) will complete an application that includes information of the degree and program completed, valid Minnesota license in the area in which they are teaching, and verification of least three years teaching experience (see Host/Cooperating Teacher Application in Appendix I). Host and cooperating teachers, for fieldwork and student teaching, will be recommended by their building principal in consultation with the Program Facilitator, who also serves as the Field Experience Coordinator. In consulting with the principal, the following components of effective teaching will be shared and used as a guide for recommending host and cooperating teachers:

Evidence of effective teaching will include:

- Assessing student learning—formative and summative assessments
- Demonstrate student achievement and inform instruction.
- Manages learning in the classroom environment.
- Integrates research-based best practices.
- Incorporates the Academic Standards into their practice.
- Incorporates or understands culturally relevant pedagogy.
- Teaches through a lens of equity.
- Evidence of professionalism in the classroom, with colleagues and when working with families and the community.
- Collaborative and open to mentoring and coaching.
- Demonstrates depth of content knowledge.
- Communicates skillfully with students, families, and community.
- Interested in becoming a teacher leader.
- Reflective practitioner.
- Models' passion and enthusiasm for teaching.

After reviewing the expectations for hosting a teacher candidate. The Field Experience Coordinator will review the applications and verify the degree earned, years teaching and the licensure of each host and cooperating teacher using PELSB's license lookup site. For student teaching, placement site requests will be completed at least one semester prior to student teaching.

Exams for Licensure (NES and MTLE)

The Profession Educators Licensing and Standard Board (PELSB) requires all teacher candidates to show evidence of taking the NES Essential Academic Skills in math, reading, and writing as well as the Minnesota Teacher Licensure Exams (MTLE) before applying for a Minnesota teaching license. These tests must be attempted before applying for teacher licensure in Minnesota. Students pursuing Teacher Education should take the NES Essential Academic Skills tests prior to applying to the department. Meanwhile, MTLE content and pedagogy exams should be taken just prior to or during student teaching.

More information about the tests can be obtained at the Education Department and by following the website listed above. The website also includes sample questions, study guides and testing strategies. These exams are taken by appointment only at approved testing sites which are also listed on the website.

The following requirements are required for licensure and as part of the program requirements:

Proof of taking all three Minnesota NES Essential Academic Skills (subtests: Reading, Writing, and Mathematics) exams and official passing scores on at least two of the three exams.

It is best to take the exams at least one semester before you are planning to apply for admission into the Elementary Education program.

The MTLE Pedagogy tests are generally taken the semester before student teaching.

The MTLE Content tests are generally taken the semester before student teaching.

Test Preparation

There is a considerable amount of cost involved in taking the MTLEs. So, study hard ahead of time so that you are prepared for each test. [Minnesota NES Essential Academic Skills \(EAS\) \(nesinc.com\)](http://nesinc.com)

The Basic Skills tests vary in format and time limit:

Format: Computer-based test (CBT); multiple-choice and written assignments

- Reading: 45 multiple-choice questions
 - Writing: 36 multiple-choice questions and 1 written assignment
 - Mathematics: 45 multiple-choice questions
- Time-** CBT tutorial and nondisclosure agreement: 15 minutes
- Reading: one hour and 15 minutes testing time
 - Writing: one hour and 30 minutes testing time
 - Mathematics: one hour and 15 minutes testing time

Test Fee

- \$50 for one MN EAS subtest
- \$75 for any two MN EAS subtests
- \$100 for three MN EAS subtests

edTPA –

The edTPA™ assessment is an important and mandatory step within Minnesota’s existing pathways to initial teacher licensure. An assessment process that requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Beginning with the 2012-13 academic year, all 31 Minnesota institutions of higher education require their teacher candidates to complete the edTPA™ portfolio. As a “real world” assessment, each teacher candidate will work with licensed teachers in Minnesota classrooms as they complete the edTPA™ Minnesota process.

edTPA is offered in the following assessment areas for Minnesota. Elementary Education K–6 Elementary Literacy and Elementary Mathematics. Candidates should confirm assessment selection with their faculty advisor before registering.

Minnesota Professional Educator Licensing and Standards Board (PELSB), which approves institutions and licensure programs to prepare teachers, uses edTPA as one measure of teacher preparation program effectiveness effective Fall 2014. The PELSB has approved the following cut scores per task:

- Task 1: Cut score 13
- Task 2: Cut score 13
- Task 3: Cut score 12

Appendix A

FDLTCC Elementary Education Academic Success Plan for Field Experience & Student Teaching



When a Teacher Candidate (TC) or Student Teacher (ST) experience a serious issue during field experience or student teaching either the Host Teacher (field experience), Cooperating Teacher (Student Teaching) or Supervisor initiates an intervention. Struggles may be characterized by the teacher candidate/student teacher not meeting the Minnesota Standards of Effective Practice (SEP) on the Student Teaching Evaluation form, not meeting Dispositional Standards or the students in the classroom are being adversely affected. Please fill out one form per concern or disposition. Thank you.

* Required

Student Information

Student Name: *

Date of Incident or Concern *

Format: M/d/yyyy

Was this during field experience? *

☐ Yes

☐ No

Please select the course this is associated with *

☐ AMIN/EDU 1020

☐ HLTH 2100

☐ EDU 2310

☐ ENG 2200

☐ MATH 1050

☐ EDU 3100 L.A I

☐ EDU 3101 L.A II

☐ EDU 3125 P.E

☐ EDU/SPED 3200

☐ EDU 3120 SS

☐ EDU 3121 SC

☐ EDU 4100 C.M

☐ EDU 4101 C&I

☐ AMIN/EDU 2301

☐ EDU 3122 MM

☐ EDU 4102 D,I,&A

☐ EDU 4500 Student Teaching

If this is during Student Teaching is this *

☐ Mid Term

☐ Final

Area(s) of Concern

Is this a *

- ☐ first notice of concern
- ☐ second notice of concern
- ☐ third notice of concern

The following Disposition(s) concerns: *

- ☐ Integrates Content and Pedagogical Knowledge: Demonstrates their ability to integrate content and pedagogical knowledge by weaving the following into their teaching
- ☐ Communication and Collaboration: Demonstrates professional interpersonal and communication skills.
- ☐ Vision and Leadership: Demonstrates the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.
- ☐ Ethical Behavior : Demonstrates professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.
- ☐ Data-Informed Practice : Demonstrates ability to make data-driven decisions as they plan, implement, and evaluate instruction.
- ☐ Equity, Social Justice, and Inclusion : Demonstrates fairness, empathy and compassion based on their belief that everyone can learn.
- ☐ Life-long Learner : Engages in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

Please elaborate on which disposition you are concerned about. *

Any Relevant situational factors identified by student and faculty *

Other:

Person Initiating Concern *

Action Steps- Completed by Elementary Education Coordinator

Please list the expected outcomes, timeline and evidence

Please explain the expected outcome #1

Please explain the action steps for outcome #1

What was the date of the incident?

Format: M/d/yyyy

What evidence do you have that the student has provided that they corrected outcome#1

Please explain expected outcome #2

Please explain action steps for outcome #2 below

What evidence do you have that the student has provided that they have corrected for outcome #2

What date is this to be completed by?

Format: M/d/yyyy

The following agree to the Academic Success Plan *

☐ Person Initiating Academic Success Plan

☐ Student

☐ Dean of Education

What Action was taken/recommended?

- ☐ Remediation completed
- ☐ Remediation continuation
- ☐ Program termination

Final Recommendation-To be completed by Dean of Education

Notes on Successful Completion

Next Follow-up Meeting Date

Format: M/d/yyyy

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Appendix B



FDLTCC Education Unit Appeals Procedure

The purpose of this appeal procedure is to guarantee all students due process rights and to protect students from bias and retaliation and to comply with *Minnesota Statutes, section 122A.09, subdivision 4, paragraph C. Teacher education candidates should utilize the following procedures to appeal issues related to the teacher education program.

- If you have concerns about an issue within the teacher education program except for grades, first discuss it with your advisor.
- If your concerns are still unresolved, then prepare your concerns with the Application for Appeal form. Complete the form with the guidance of your advisor and obtain his or her signature. Candidates must include all documents with their appeal submission (DARS, transcripts, test scores, study resources, medical information, reference letters, etc.).
- Submit your form and documents to the Dean of Education at kimberly.spoor@fdltcc.edu.

The Dean will review the concerns and committee will make the final decision to grant or deny the appeal and will inform the candidate regarding the final decision regarding the approval or denial of the appeal.

Please note: A specific issue may be appealed one time.

- If you are not satisfied with the decision, you have the right to appeal to FDLTCC's Vice President of Academic Affairs.

Application for Appeal

Name:

STAR ID Number:

Permanent Address: Street Address, City, State, Zip Code:

Local Address: Street Address, City, State, Zip Code (If applicable):

Primary Phone #:

Secondary Phone #:

Email Address: Email Address

No. of Credits Completed: Credits

Overall GPA:

To be completed by student:

What issue do you want to appeal? (Please be as specific as possible)

Justification for Appeal: After consulting with your advisor and complete these questions. Attach any further documentation and/or narrative to this form if necessary.

1. Describe the situational factors relevant to your appeal. (Be as detailed as possible)
2. Describe what, if anything, you have done to address situational factors.
3. What documentation do you have to support your application for appeal? (Please describe and attach to this appeal)

Select an option on how to submit:

1. Submit your application and scanned documentation electronically by emailing Dr. Kim Spoor at kimberly.spoor@fdltcc.edu.

- Please save your file as: last name, first name, and appeal date

OR

2. Submit hard copies of your application and documentation and drop off at the Dean's office located in Room 241.

**Minnesota Statutes, section 122A.09, subdivision 4, paragraph C.* License and rules. (c) The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary

student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.

Appendix C

You are responsible for following the Code of Ethics for Minnesota Teachers.

8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS.

Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Professional Educator Licensing and Standards Board.

Subp. 2. Standards of professional conduct. The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Subp. 3. Statutory enforcement of code: complaints, investigation, and hearing.

A. The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accord with Minnesota Statutes, section 214.10:

"Minnesota Statutes, section 214.10, complaints; investigation and hearing.

Subd. 1. Receipt of complaint. The executive secretary of a board, a board member or any other person who performs services for the board who receives a complaint or other communication, whether oral or written, which complaint or communication alleges or implies a violation of a statute or rule which the board is empowered to enforce, shall promptly forward the substance of the communication on a form prepared by the attorney general to the designee of the attorney general responsible for providing legal services to the board. Before proceeding further with the communication, the designee of the attorney general may require the complaining party to state the complaint in writing on a form prepared by the attorney general. Complaints which relate to matters within the jurisdiction of another governmental agency shall be forwarded to that agency by the executive secretary. An officer of that agency shall advise the executive secretary of the disposition of that complaint. A complaint received by another agency which relates to a statute or rule which a licensing board is empowered to enforce shall be forwarded to the executive secretary of the board to be processed in accordance with this section.

Subd. 2. Investigation and hearing. The designee of the attorney general providing legal services to a board shall evaluate the communications forwarded by the board or its members or staff. If the communication alleges a violation of statute or rule which the board is to enforce, the designee is empowered to investigate the facts alleged in the communication. In the process of evaluation and investigation, the designee shall consult with or seek the assistance of the executive secretary or, if the board determines, a member of the board who has been designated by the board to assist the designee. The designee may also consult with or seek the assistance of any other qualified persons who are not members of the board who the designee believes will materially aid in the process of evaluation or investigation. The executive secretary or the consulted board member may attempt to correct improper activities and redress grievances through education, conference, conciliation, and persuasion, and in these attempts may be assisted by the designee of the attorney general. If the attempts at correction or redress do not produce satisfactory results in the opinion of the executive secretary or the consulted board member, or if after investigation the designee providing legal services to the board, the executive secretary or the consulted board member believes that the communication and the investigation suggest illegal or unauthorized activities warranting board action, the designee shall inform the executive secretary of the board who shall schedule a disciplinary hearing in accordance with

Minnesota Statutes, chapter 14. Before the holding of a disciplinary hearing may be directed, the designee or executive secretary shall have considered the recommendations of the consulted board member. Before scheduling a disciplinary hearing, the executive secretary must have received a verified written complaint from the complaining party. A board member who was consulted during the course of an investigation may participate at the hearing but may not vote on any matter pertaining to the case. The executive secretary of the board shall promptly inform the complaining party of the final disposition of the complaint. Nothing in this section shall preclude the board from scheduling, on its own motion, a disciplinary hearing based upon the findings or report of the board's executive secretary, a board member or the designee of the attorney general assigned to the board. Nothing in this section shall preclude a member of the board or its executive secretary from initiating a complaint.

Subd. 3. Discovery; subpoenas. In all matters pending before it relating to its lawful regulation activities, a board may issue subpoenas and compel the attendance of witnesses and the production of all necessary papers, books, records, documents, and other evidentiary material.

Any person failing or refusing to appear or testify regarding any matter about which the person may be lawfully questioned or produce any papers, books, records, documents, or other evidentiary materials in the matter to be heard, after having been required by order to the board or by a subpoena of the board to do so may, upon application to the district court in any district, be ordered to comply therewith. The chair of the board acting on behalf of the board may issue subpoenas and any board member may administer oaths to witnesses or take their affirmation. Depositions may be taken within or without the state in the manner provided by law for the taking of depositions in civil actions. A subpoena or other process or paper may be served upon any person named therein, anywhere within the state by any officer authorized to serve subpoenas or other process or paper in civil actions, with the same fees and mileage and in the same manner as prescribed by law for service of process issued out of the district court of this state. Fees and mileage and other costs shall be paid as the board directs."

Subp. 4. Complaints handled by board. When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Professional Educator Licensing and Standards Board shall request the complaining party to submit the complaint in writing within ten days.

Upon the receipt of a complaint in writing alleging violations of the code of ethics, the teacher named in the complaint shall be notified in writing within ten days of the receipt of the complaint.

The teacher shall be entitled to be represented by the teacher's own counsel or representative at each stage of the investigation and hearing.

§Subp. 5. Enforcement procedures. The Professional Educator Licensing and Standards Board may impose one or more of the following penalties when it has found a violation of the code of ethics. These actions shall be taken only after all previous efforts at remediation have been exhausted.

A. The board may enter into agreements with teachers accused of violating the code of ethics which would suspend or terminate proceedings against the teacher on conditions agreeable to both parties.

B. A letter of censure from the board may be sent to the person determined to be in violation of the standards of the code of ethics. A copy of the letter shall be filed with the board. Such letters shall be kept on file for a period of time not to exceed one calendar year.

C. A teacher who has been found to have violated the code of ethics may be placed on probationary licensure status for a period of time to be determined by the board. The board may impose conditions on the teacher during the probationary period which are to be directed toward improving the teacher's performance in the area of the violation. During this period, the teacher's performance or conduct will be subject to review by the board or its designee. Such review will be directed toward monitoring the teacher's activities or performance with regard to whatever conditions may be placed on the teacher during the probationary period. Before the end of the probationary period the board shall decide to extend or terminate the probationary licensure status or to take further disciplinary actions as are consistent with this rule.

§D. The license to teach of the person determined to be in violation of the standards of the code of ethics may be suspended for a period of time determined by the board.

E. The license to teach of the person determined to be in violation of the standards of the code of ethics may be revoked by the board.

Statutory Authority: MS s 125.185History: 17 SR 1279; L 1998 c 397 art 11 s 3; 39 SR 822; L 2017 1Sp5 art 12 s 22

Published Electronically: August 21, 2017

Appendix D

Fond du Lac Tribal & Community College of Education- Criminal Background Check Policy

COMPREHENSIVE CBC

A comprehensive CBC is conducted for all students prior to their first clinical experience which includes the following searches: • Unlimited County Criminal Records - previous 7 years - Maiden & Alias Names Included • Residency History • Social Security Alert • National Record Indicator with Sex Offender Index - Maiden & Alias Names Included • Nationwide Healthcare Fraud & Abuse Search (FACIS Level 3: OIG, GSA, etc.). Please note: If FDLTCC has conducted a comprehensive CBC within 3 years prior to being admitted into the COE for another purpose, this requirement is already met.

REFRESHER CBC

A refresher CBC is conducted prior to student teaching which includes the following searches: • Current County of Residence • Residency History • National Record Indicator with Sex Offender Index • Nationwide Healthcare Fraud & Abuse Search (FACIS Level 3: OIG, GSA, etc.)

DISCREPANCIES – FOLLOW-UP WITH TEACHER CANDIDATES

1. The results of the background check are made available electronically to the candidate and the field experience coordinator. The Center for Clinical Practice will review any discrepancies with the Dean of the FDLTCC Elementary Program to determine if follow-up is necessary on a case-by-case basis.
2. Discrepancies on the CBC may lead to difficulty in securing clinical placements for teacher candidates which could result in a candidate being ineligible to complete the requirements of the Teacher Education Program. Even if the teacher candidate can complete the program, they may not be eligible to receive a teaching license.
3. MN PELSB currently reviews (by committee) each request for licensure on a case-by-case basis, but a conviction of child abuse (physical or sexual), domestic abuse involving a child or possession of child pornography would almost certainly preclude a candidate from receiving a license. The Teacher Ethics Specialist with MN PELSB encourages teacher candidates to contact PELSB directly with questions about their criminal record (651-634-2736).
4. The following offenses automatically result in the field experience coordinator, Elementary Education Coordinator and the Dean of Education initiating a meeting/communication with the teacher candidate: • Any sex crime incident/arrest/conviction • Incidents/arrests/convictions as a result of violence • Incidents/arrests/convictions as a result of harm to children
5. The purpose of the meeting with the teacher candidate is to learn more about the incident/arrest/conviction, and to make the teacher candidate aware of the difficulties in securing clinical placements and obtaining a teaching license with their criminal record. The teacher candidate needs to sign a disclosure indicating their understanding of these difficulties and allowing the results of the CBC to be shared with school district administration.

6. Other considerations for meeting/communication with the teacher candidate: • The level of offense (felony, gross misdemeanor, misdemeanor) • The length of time since the incident occurred • A history of criminal conduct/repeated offenses.

7. This policy could change as the legislature/PELSB make changes to teacher licensing policy.

COMMUNICATIONS/DATA PROTECTION

1. The CBC information is archived online by Castle Branch. A CBC report will be printed only if a meeting with the teacher candidate is required. Printed copies of CBC reports will be kept in a locked file cabinet in the Education Unit office. The CBCs are not stored in teacher candidate files.

2. Castle Branch sets up user IDs for those who need access to the report (members of the Elementary Education Unit). They are archived online and are accessible only to those with IDs and passwords. The Elementary Education Unit maintains confidentiality of all data connected with the CBC.

3. The teacher candidate also receives a copy of his/her own CBC.

4. Teacher candidates are notified of this policy in the following documents: • FDLTCC Elementary Program Admission letter • Student handbook • FDLTCC Elementary Program website • Student Teaching handbook
• Field Experience/Student teaching handbook

IF a clinical student is employed by a District AND has a background check that has been completed through that District, a placement in that District would NOT require an additional background check. This information must be communicated with the field experience coordinator.

A background check must be secured before a classroom placement is made.

Appendix E

FDLTCC Teacher Education Program

Teacher Candidate's Commitment to Professional Disposition

Teacher Candidate Name: _____

STARID: _____

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities. They affect student learning, motivation, and development, as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. The dispositions listed are expected of teacher candidates in the Fond du Lac Tribal & Community College Elementary Education program and should be demonstrated in the FDLTCC classroom, during field experiences, and student teaching experiences.

GIKENDAASOWIN – Knowing Knowledge

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

Disposition: **Integrates Content and Pedagogical Knowledge**

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

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

Professional Outcome: **Content and Pedagogical Knowledge**

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

GWAYAKWAADIZIWIN – Living a Balanced Way

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

Disposition: **Communication and Collaboration**

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

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

Professional Outcome: **Community and Collaboration**

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

ZOONGIDE’EWIN – Strong Hearted

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

Disposition: **Vision and Leadership**

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

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

Professional Outcome: **Transformational Leadership**

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

AANGWAAMIZIWIN – Diligence and Caution

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

Disposition: **Ethical Behavior**

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

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

Professional Outcome: **Assessment and Use of Data**

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

ZAAGI' IDIWIN – Loving and Caring

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

Disposition: **Equity, Social Justice, and Inclusion**

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

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.

- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child’s developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

Professional Outcome: **Diversity**

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

ZHAWENINDIWIN – Compassion

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

Disposition: **Life-long Learner**

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

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

Professional Outcome: **Generation of New Knowledge**

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

I have read the dispositions and indicators listed. I agree dispositions are important to my development as an effective, professional educator. I am committed to my own growth and excellence in acquiring and demonstrating these dispositions. I understand my progress in Teacher Education depends upon my successful demonstration of these dispositions.

Teacher Candidate Signature: _____

Date: _____

Appendix F

Lesson Plan Template

Teacher Candidate Name	Subject/Anticipated length of the lesson	Grade	Date
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MN Academic Standards:
Cultural Standard/Disposition: <i>Reviewing the Conceptual Framework, what disposition are you incorporating into your lesson?</i>
Student Objective(s)/Learning Target(s): I can...

Assessment

How will you know that all students met the objective(s)/learning target(s)?

Pre-assessment: <i>What knowledge do students already have related to the objective of the lesson? What evidence have you collected to support this? How will you connect prior knowledge to the lesson?</i>

Formative Assessment(s): <i>How do you intend to check for understanding throughout the lesson and what instructional decisions will you make based on the evidence you collect?</i>	Summative Assessment(s) <i>When you look at your lesson objective(s), how will you find out if students learned what you intended at the end of the lesson/unit?</i>
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Academic Vocabulary

<i>What terms and/or concepts will students need to know in this lesson?</i> <i>How will you teach this vocabulary?</i>

Academic Language: function, forms, frame

What academic language function is required in this lesson? <i>(seek information, inform, compare, order, classify, analyze, infer, justify/persuade, solve problems, synthesize, evaluate)</i>
--

Time	The Instructional Sequence Possible steps: <ul style="list-style-type: none"> • Share learning targets/I Can statements to set purposes for learning • Model and check for understanding • Guided Practice and check for understanding • Independent Practice and monitor progress toward objectives • Assessment
Time	Closure: <i>How will you involve students in closing the lesson (i.e. revisit and assess progress toward meeting the objective/learning target)?</i>

Reflection

<p>Use specific examples of students' work, actions or quotes to support your reflection.</p> <ol style="list-style-type: none"> 1. What parts of the lesson were successful? What anecdotal and assessment evidence supports this? 2. If you started this lesson over, what would you change and why? 3. What planning, environment, instruction, or assessment changes will you need to make for the next lesson? What specific evidence prompted you to consider these changes?

Appendix G

Transition Point Data

Candidate performance are monitored using five transition points:

1. Admission to Elementary Education program
2. Acceptance to Student Teaching
3. Exit Student Teaching
4. Completion of all program requirements/Recommendation for Licensure
5. Post-graduation

At each transition point, data are collected and used as evidence to determine if candidates are prepared for the next stage.

Transition Points

Transition Point 1: Admission to Elementary Education program

Requires students to:

- Submit a completed application.
- Complete a disposition self-assessment.
- Complete a background check/fingerprinting.
- Have a Cumulative GPA of 2.00 or higher in the following courses:
 - GPA of 2.00 in ENGL 1102
 - GPA of 2.00 in MATH 1050
 - GPA of 2.00 in AMIN 2300
- Take the Minnesota NES Essential Academic Skills test
 - Pass 2 out of 3 tests.
 - Plan to retake a test – if needed
- Demonstrate 15 hours of K-6 experience working with a student or students.
- Student interview

Transition Point 2: Acceptance to Student Teaching

- Completed student teaching application.
- MTLE content and pedagogy
- Background check/finger printing
- Completion of all course requirements
- Key and signature assessments completed and passed.
- Cumulative GPA of 2.75
- Completion of 100 hours of field experience that includes:
 - Experience across a range of K-6 student development, interaction with parents/caregivers, experience with Indigenous students in various educational settings, experience with socioeconomic disadvantaged students; experience with ELL, experience with students with disabilities

Transition Point 3: Exit Student Teaching

- Key and signature assessments used:
 - edTPA

- Faculty supervisor evaluation
- Cooperating teacher evaluation
- Disposition evaluation
- Final Grade
- Common Metrics Exit Survey

Transition Point 4: Completion of all Program Requirements/Recommendation for Licensure

- Cumulative GPA 2.75
- Degree audit
- MTLE Exams completed
- Recommendation for licensure

Transition Point 5: Post-graduation

- Common Metrics Transition to Teaching Survey
- Common Metrics Supervisor Survey

Appendix H



Application to FDLTCC Elementary Education Unit

All students seeking admission into the FDLTCC Elementary Education Program must complete this application form and attach all required information.

You must be admitted to FDLTCC prior to completing this application. To apply to FDLTCC, visit <https://fdltcc.edu/admissions/apply-here/> (<https://fdltcc.edu/admissions/apply-here/>)

* Required

* This form will record your name, please fill your name.

1. Date: *

Format: M/d/yyyy

2. Contact Information *

First Name:

3. Last Name: *

4. Email- Please provide your FDLTCC email *

5. Phone Number *

6. Mailing Address *

7. FDLTCC Student Id (Tech ID) *

8. Are you a Transfer Student? *

☐ Yes

☐ No

9. What Semester/Year do you plan to start with the Education Unit? *

Program Requirements

Candidates must meet the minimum of 2.75 GPA requirements for review, a 30 college level credits recently completed at FDLTCC or an A.A or Bachelor's degree with approval from Program Advisor or Dean of Education. Students will also be required to pass 2/3 MTLE NES basic skills in Reading (204), Math (213), or Writing (214).

10. Cumulative GPA

11. Please upload your current DARS report/U ACHIEVE

☐ Upload file

File number limit: 1 Single file size limit: 10MB Allowed file types: Word,Excel,PPT,PDF,Image,Video,Audio

12. Do you have a 2.75 GPA in the following Courses? *

☐ ENGL 1102

☐ MATH 1050

☐ AMIN 2300

13. Have you completed your Early Clinical Hours/Form

☐ Yes

☐ No

☐ Not Sure

14. Please upload your completed Early Clinical form

☐ Upload file

File number limit: 1 Single file size limit: 10MB Allowed file types: Word,Excel,PPT,PDF,Image,Video,Audio

15. Have you taken and passed the Basic Skills Exam/ MTLE NES (must attempt all three with official passing scores on at least two) *

☐ Yes

☐ No

16. Please upload your documentation on your MTLE NES scores *

☐ Upload file

File number limit: 1 Single file size limit: 10MB Allowed file types: Word,Excel,PPT,PDF,Image,Video,Audio

17. Please upload your personal essay on "Why are you choosing to pursue your Elementary Education degree and license with FDLTCC" *

☐ Upload file

File number limit: 1 Single file size limit: 10MB Allowed file types: Word,Excel,PPT,PDF,Image,Video,Audio

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Cooperating Teacher Application Form FDLTCC Teacher Education Unit

All host teachers (for field experiences) and cooperating teachers (for student teaching) are required to complete an application that includes information of the degree and program completed, valid Minnesota license in the area in which they are teaching, and verification of least three years teaching experience. We appreciate your willingness to work with our teacher candidates.

* Required

* This form will record your name, please fill your name.

1. First Name *

2. Last Name *

3. Address *

4. City *

5. State *

6. Zip Code *

7. Phone # *

8. Email *

9. Race/Ethnicity *

School Contact Information

10. School *

11. School District *

12. Public or Private *

13. School Phone # *

14. School Email *

15. School Website *

16. Grade(s) currently Teaching *

17. Subject Taught *

Experiences, Education & Other Information

18. If you have taught at other schools, please list them from beginning with the most recent and include years. *

--

19. Licensure file # *

--

20. Licensure(s) and Areas of Certification *

--

21. Years of Teaching Experience *

--

22. Month and Year of Bachelor's Degree was Earned *

--

23. Highest Degree Earned *

24. Describe the strengths that will assist you in mentoring a student teacher *

25. What qualities do you hope to instill in the student teacher which will help the student teacher grow into an effective teacher? *

26. As we work together in this partnership, how can Fond du Lac Tribal & Community College Education Unit offer support to you? *

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