

2022

FDLTCC Elementary Education Student Handbook



FOND DU LAC TRIBAL
AND COMMUNITY COLLEGE

Contents

PURPOSE OF THIS HANDBOOK	3
CONCEPTUAL FRAMEWORK	3
INTRODUCTION	3
THE INSTITUTIONAL CONTEXT FOR THE ELEMENTARY EDUCATION UNIT CONCEPTUAL FRAMEWORK	4
MISSION AND GOALS OF FOND DU LAC TRIBAL AND COMMUNITY COLLEGE	4
VISION:	5
VALUES:	5
COMPETENCIES ACROSS THE CURRICULUM (CAC):	5
CONCEPTUAL FRAMEWORK	5
VISION	6
MISSION	7
CULTURAL STANDARDS WOVEN TOGETHER WITH PROFESSIONAL OUTCOMES	7
IMPORTANCE OF INDIGENOUS KNOWLEDGE IN TEACHER EDUCATION PROGRAMS	14
CULTURALLY RESPONSIVE PEDAGOGY	14
PROGRAM ADMISSION PROCESS	16
CRITERIA	16
TRANSFER OF CREDITS	17
RETURNING STUDENT	18
REGISTRATION/ADMISSION TO THE TEACHER EDUCATION UNIT	18
GENERAL REQUIREMENTS	18
EXAMS FOR LICENSURE (NES AND MTLE)	18
<i>Test Preparation:</i>	18
ACADEMIC PROGRESSION	19
PASS/NO CREDIT (P/NC) COURSES	19
INCOMPLETE GRADES	19
ACADEMIC SUPPORT	19
ASSISTANCE PLANS	20
GRADE APPEALS AND STUDENT GRIEVANCES	20
DISMISSAL FROM ELEMENTARY EDUCATION PROGRAM	21
CRIMINAL BACKGROUND CHECK	21
CLINICAL PRACTICE (FIELD EXPERIENCE & STUDENT TEACHING)	21
<i>Early Clinical</i>	21
<i>Field Experience</i>	21
MN STANDARDS OF EFFECTIVE PRACTICE (SEPS)	22
PROGRAM COMPLETION	22
GRADUATION (EXIT) CRITERIA.....	22
CERTIFICATION AND LICENSURE REQUIREMENTS	23
TEACHER PERFORMANCE ASSESSMENT (EDTPA)	23
CERTIFICATION FOR LICENSURE.....	23
BEFORE YOU APPLY FOR YOUR MN LICENSE	24
APPLYING FOR A MN LICENSE	24
GENERAL INFORMATION	24

STUDENT/INSTRUCTOR COMMUNICATION24

LINES OF COMMUNICATION24

INFORMATION UPDATES25

INFORMING STUDENT OF PROGRAM CHANGES25

DISABILITY SERVICES/TUTORING SERVICES.....25

SEXUAL VIOLENCE.....25

STUDENT OPPORTUNITY FOR INVOLVEMENT26

Liability Insurance (EMSP)26

SOCIAL MEDIA26

Employment After Graduation27

APPENDIX A28

APPENDIX B.....29

.....30

APPENDIX C.....30

APPENDIX D38

APPENDIX E.....41

Purpose of this Handbook

The education program faculty has compiled this Education Student Handbook as a guide for the education student. This handbook is a supplement to the FDLTCC Student Handbook and made available to all students upon entry and readmission to the program. It is designed to help you understand your rights, responsibilities, and opportunities as an education student at FDLTCC. The information contained is specific to the education program. It is important that you refer to this handbook throughout your time as an education student at FDLTCC.

The provisions in this handbook do not constitute a contract between the student, the college, or the education program. The material contained in the handbook is subject to change at any time. As policies and guidelines change, the handbook will be revised, and education students will be notified of these changes. The Education Student Handbook may change following a student's admission to and progression in the program. Students will be responsible for and held to changes in the handbook.

The education program faculty and dean are committed to your success. This handbook covers many aspects of the program, but if you have any questions or problems, you are encouraged to contact your instructor(s) or the Dean of Education.

Teacher Education Program

Fond du Lac Tribal & Community College offers a variety of programs that focus on culturally relevant coursework and practical experiences so that every graduate can face his or her very first class as a teacher with confidence, ready to meet the challenges of education in the 21st century. As we constantly strive to improve and innovate to meet the needs of all learners, we never lose sight of our overall purpose to inspire a love of learning in future generations.

Conceptual Framework

Introduction

The Elementary Education Unit at the Fond du Lac Tribal and Community College prepares all teacher candidates within a teacher-preparation pathway that emphasizes cultural approaches to educating future teachers. The unit delivers culturally relevant pedagogy and Indigenous knowledge as well as professional outcomes that aligns to state standards.

The Institutional Context for the Elementary Education Unit Conceptual Framework

Fond du Lac Tribal and Community College (FDLTCC) is a unique institution, created by the Minnesota Legislature in 1987 and chartered as a tribal college by the Fond du Lac Reservation that same year. The college's uniqueness comes from the fact that it is a community college that is a member of Minnesota State and a tribal college established through a partnership with the Fond du Lac Band of Lake Superior Chippewa. Because of the Tribal and State partnership, FDLTCC is a higher education institution unlike any other college in the United States that models a central tenet of the Ojibwe-Anishinaabe worldview: Interdependent yet autonomous. This pluralistic underpinning can be heard throughout the vision and mission of the college.

FDLTCC is also a chartered member of the American Indian Higher Education Consortium (AIHEC), a consortium of tribal colleges founded by American Indian people to meet the needs of American Indian people for an educational environment that respects the people as individuals and as tribal cultures.

In 2017, FDLTCC received accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC). Recognized as an international accrediting authority, WINHEC strengthens and validates indigenous higher education institutions and programs by promoting and acknowledging indigenous epistemology and pedagogy. WINHEC provides an international forum and support for indigenous peoples to pursue common goals through higher education. WINHEC is founded according to the United Nations Declaration of the Rights of Indigenous Peoples. The WINHEC accreditation specifically applies to Anishinaabeg Gikendaasowinan (the People's way of knowing) American Indian Programs at FDLTCC. Anishinaabeg Gikendaasowinan's mission is to promote, honor and value the language, history, worldview, and knowledge of the Ojibwe-Anishinaabe people, thereby ensuring the longevity of the Ojibwe-Anishinaabeg culture.

Mission and Goals of Fond du Lac Tribal and Community College

The mission of FDLTCC is to provide higher education opportunities for its communities in a welcoming and culturally diverse environment.

To achieve this mission FDLTCC will:

- Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.
- Respectfully promote the language, culture, and history of the Anishinaabeg.

- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experience, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

Vision:

Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

Values:

Fond du Lac Tribal and Community College has established five College Values which include the following:

- Respect (*Manaaji'idiwin*)
- Integrity (*Gwayakwaadiziwin*)
- Stewardship (*Ganawenjigewin*)
- Innovation (*Maamamiikaajinendamowin*)
- Compassion (*Zhawenjigewin*)

Competencies across the Curriculum (CAC):

Learning outcomes are based on a common foundation of Competencies across the Curriculum (CAC) that is consistent throughout the curriculum in all delivery modes; they are explicitly evident on each course outline and form the foundation of the college's assessment process.

- Problem-solving: The student will be able to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.
- Ability to communicate: The student will be able to demonstrate the ability to listen, read, comprehend, and deliver information in a variety of formats.
- Information literacy: The student will be able to demonstrate the ability to use print and nonprint tools effectively for the discovery, acquisition, and evaluation of information.
- Culture: The student will be able to demonstrate knowledge of Anishinaabe traditions and culture, knowledge of his/her own traditions and culture, knowledge of other's traditions and cultures, and respect for global diversity.

Conceptual Framework

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 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”, which are recognized by the Anishinaabe communities that are served and provides the foundational principles that guides us in preparing our teacher candidates to work effectively in 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 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 from school to home” (Richardson and 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 FDLTCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing *Niindaa'iwedaa 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 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.



Figure 1 Niindaa'iwedaa o'o gikendaasowin, which means sending knowledge into the future

The seven cultural standards and professional outcomes shape and map out the unit's elementary education curriculum. Faculty take that curriculum and use a culturally responsive approach to pedagogy to reinforce the values of Anishinaabe culture, traditions, and ways of knowing throughout the content and includes professional dispositions required of the unit's teacher candidates. The cultural standards also reflect the ways that the unit's faculty incorporate local ways of knowing and teaching into their practice. This can be seen with the use of the local environment and community resources to link what they are teaching to the everyday lives of the candidates, as well as using indigenous knowledge as part of the foundation for the curriculum.

Culturally responsive pedagogy (CRP) "recognizes students' differences, validates students' cultures, and asserts that cultural congruence of classroom practices increase student success in schools" (Ragoonaden, 2017, p. 24). It is an approach that focuses classroom curricula and practice on students' cultural frames of reference (Gay 2010; 2013). While Indigenous teachings is focused specifically on Indigenous knowledge, it also compliments and reinforces CRP.

Indigenous knowledge provides that every student whether Aboriginal or not, is unique in his or her learning capacities, learning styles, and knowledge bases. Knowledge is not what some possess, and others do not; it is a resourceful capacity of being that creates the context and texture of life. Thus, knowledge is not a commodity that can be possessed or controlled by educational institutions but is a living process to be absorbed and understood (Battiste 2002, p. 15).

According to Barnhardt and Kawagley (2008) Indigenous knowledge comprises the "information that people in a given community, based on experience and adaptation to a local culture and environment, have developed over time, and continue to develop. This knowledge is used to sustain the community and its culture and to maintain the genetic resources necessary for the continued survival of the community" (pp. 235-236).

The FDLTCC Education Unit is unique in that it focuses on Indigenous knowledge from the Anishinaabe perspective and incorporates CRP, while at the same time effectively weaving state standards into the curriculum to strike a balance between formal and non-formal, and between traditional and modern teaching methods. It is also important to note that while the unit is focused on Indigenous knowledge and CRP, it is also grounded in professional theory and current research applied to the educational settings (e.g. Dewey, Vygotsky, Piaget, Gardner, Darling-Hammond, and Freire). The unit faculty provides teacher candidates with the academic and pedagogical context to integrate research and standards-based curricula into practice and provides knowledge on how Anishinaabe cultural, linguistic, ethnic, and experiential

backgrounds contribute to solving problems. Key assessments linked to state standards ensures that teacher candidates demonstrate the ability to work with students, families and community in ways that reflect the various proficiencies ethical behaviors, and dispositions expected of them as professional educators, as well as the understanding and values that are consistent with the belief that all students can learn.

Importance of Indigenous Knowledge in Teacher Education Programs

Few pre-service teacher education programs have “developed any insight into the diversity of the legal, political, and cultural foundations” of Indigenous peoples. In addition, most teacher education programs incorporate Indigenous knowledge as a component of multicultural education, if it is addressed at all. Therefore, when teachers encounter cultural difference, they have very little theory, scholarship, research, or practice to draw upon when working with Indigenous students, their parents, and the community (Battiste, 2005, p. 5).

It has long been assumed that Native teachers can provide the necessary Indigenous resources and knowledge. However, it is important to note that most Native educators have been trained in the same teacher training program as all other teachers and come with their own diverse histories and experiences related to Indigenous knowledge. Battiste and McLean (2005) noted that:

They [Native educators] receive the same Eurocentric mainstreamed education as other teachers but are expected to be the solution to the systemic issues affecting students’ disaffection with education. Some teachers may speak the students’ native language, but they receive little or no language methodologies and cultural pedagogies in conventional teacher preparation. Few universities offer the theories or methodologies, or protocols on learning diverse skills capable of withstanding multiple forces of racism with caring, love, and respect (p. 8).

The unit recognizes that Native teacher candidates may differ significantly in terms of understanding their history, language, and cultural practices. The unit’s conceptual framework takes into consideration these differences and scaffolds Indigenous teachings and knowledge into the curriculum and uses CRP to support their teacher candidates as they attain knowledge and skills needed to be effective educators.

Culturally Responsive Pedagogy

Multicultural education that focused on recognition and inclusion has shifted to a more intentional paradigm of culturally responsive pedagogy. CRP “relies on educators connecting to

their students' backgrounds, building on students' home dialects and languages, planning for dialogic instruction, attending to classroom discourse, and maintaining a rigorous curriculum.”

(Richardson & Dinkins, 2014, p. 59). CRP requires that educators understand the cultural practices and backgrounds of diverse students CRP “recognizes students' differences, validates students' cultures, and asserts that cultural congruence of classroom practices increase students' success in schools” (Ragoonaden, 2017, p. 47).

Grant and Gibson (2011) found that that the best predictors of success in education are life experiences, attitudes, disposition toward difference, and a commitment at individual and institutional levels to embody an inclusive pedagogical practice such as CRP. CRP is not a type of pedagogy that could be turned on and off, but rather requires a continued exchange of ideas and requires careful classroom planning. In pre-service teacher education programs, mentorship within teacher education program as well as teacher candidate collaboration is key to successfully implementing CRP.

Program Admission Process

In addition to Fond du Lac Tribal and Community College admission requirements, students must complete the required general education courses for the Bachelor's in Science degree in Elementary Education program prior to applying for admittance into the Elementary Education program. The application guidelines and requirements, as well as application deadline, can be found on the FDLTCC website Education page.

Declaring education as a major does not guarantee admission to the Elementary Education Program, nor does completion of the general college courses and pre-requisite courses. Acceptance into the program is competitive and based on the application criteria as outlined in the application process below.

Who? Education majors who meet the criteria listed below the semester “before” completing the application.

What? Application Instructions will be provided via email to students in the beginning of each semester.

The **APPLICATION DEADLINE** is **MARCH 15th** in the spring semester and **OCTOBER 15th** in the fall semester.

How? Complete the online application when the link is emailed to you. The Elementary Education Major must align with the Degree Audit Report- DARS; Permission is required to change major after acceptance into the Program.

Students who have applied but not accepted must submit a new application to be considered in future admission cycles.

Criteria

Multiple criteria (Transition Point 1) have been developed and will be used as considerations into accepting potential candidates into the Elementary Education program. To be eligible for consideration into the Elementary Education Licensure program students must complete the following in either fall or spring semester of their sophomore year:

- Submit a completed application (found on the Education web site)
- Complete a disposition self-assessment (found on the Education web site)
- 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 and pass 2 out of 3 tests in the Minnesota NES Essential Academic Skills test
- Demonstrate 15 hours of K-6 experience working with a student or students.
- A student interview.

Students must be admitted to the Elementary Education program before being eligible to take 3000 and 4000 level courses in the Elementary Education program.

Transfer of Credits

General Transfer Information at FDLTCC

FDLTCC decides which credits transfer and whether those credits meet its degree requirements. The accreditation of both the originating and FDLTCC can affect the transfer of the credits earned. FDLTCC accepts credits from courses and programs similar to those they offer. As part of the review process, course goals, content, and level are reviewed. Not everything that transfers will help students graduate. Baccalaureate degree programs usually count credits in three categories: general education, major/minor courses, and electives. Students who are currently enrolled in a college or university are advised to:

- Confer with the campus transfer specialist about transfer plans and find out who can assist in selecting courses that will transfer.
- Visit the intended transfer college and pick up a college catalog and a transfer brochure.
- Call the intended transfer college and find out admissions criteria for the institution and major of interest.
- Request transfer application materials, find out what materials (e.g. portfolio, transcripts, test scores) may be required for admission, ask whether there is a deadline for all materials to be submitted, and request information about financial aid and application deadlines.
- Make an appointment to talk with an advisor/counselor in the college or program area of interest.

After the college notifies students that they have been accepted for admission, their transcribed credits will be evaluated for transfer. A written evaluation should indicate which credits do not transfer. Students with questions about their evaluations are advised to call the Office of Admissions and ask to speak with a credit evaluator. Rationale for judgements regarding specific courses should be made available.

Transfer students are encouraged to become admitted to the Teacher Education Unit before starting coursework at FDLTCC. All transfer credits must have been accepted by FDLTCC and be designated on the FDLTCC Admission Degree Audit (DARS) to be considered for Teacher Education Unit Admissions.

Elementary Education Unit Transfer Credit Review Process

Students who transfer into the Elementary Education program will follow the same transfer process as all other students who transfer into the FDLTCC. However, another level of transcript review will be incorporated into the process to check for standard alignment in those courses that have been approved for transfer credit. The transcript and all available course syllabi from the previous institution will be reviewed by the Elementary Education Program Coordinator. Candidates and potential candidates will complete the Standard Alignment Course Review form (see Appendix A) prior to meeting with the program coordinator. As part of the review process, transfer courses will be reviewed for alignment to 8710.2000 Standards of Effective Practice and 8710.3200 Teachers of Elementary Education content standards. If any gaps in standards are noted, candidates will be required to portfolio in the missing standards. The portfolio will be reviewed and approved by the program coordinator and the dean. The program guide can be found in Appendix B.

Returning Student

The Education Unit will follow FDLTCC policy on returning students. Please refer to the FDLTCC student handbook for information on this policy.

Registration/Admission to the Teacher Education Unit

Students will receive an email verifying acceptance or denial to the program along with ancillary documents at the end of March (spring app.) or the end of October (fall app.). Students will be required to join EMSP for Liability Insurance and complete a Comprehensive Criminal Background.

General Requirements

Exams for Licensure (NES and MTLE)

The Professional Educator Licensing and Standards 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. Registration for the tests is available online at <http://www.mtle.nesinc.com/>. 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:

1. 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.
 - a) It is best to take the exams at least one semester before you are planning to apply for admission into the Elementary Education program.
2. The MTLE Pedagogy tests are generally taken the semester before student teaching.
3. 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://www.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

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. Education courses are those are courses with the “EDU” prefix.

It is important that you get to know your academic advisor. You can work together to draft an academic plan, declare your major and monitor your DARS report. Remember, be thoughtful in your course selections because this is your chance to take charge of your own future.

Once you are admitted into the Elementary Education program, you will focus on learning what you need to know to be the best teacher possible.

Our faculty will help you actively engage in a culture of reflective practice and continuous improvement. You will learn to advocate for your students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

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 complete general education courses as scheduled to progress to the next semester.

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

Pass/No Credit (P/NC) Courses

Except student teaching, you must take all courses 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 the 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 C for additional information on the process.

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 as 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.

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.

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 E)
- 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.

Clinical Practice (Field Experience & Student Teaching)

Clinical Practice or Field Experiences are an important aspect of all the teacher preparation program at FDLTCC. Clinical practice is learning that takes place away from the college classroom in settings such as K-12 schools and community learning environments. This dedicated partnership will enhance your knowledge, skills, and values. Professionalism is of utmost importance as students work with young people in these settings and represent FDLTCC. Please see the field Experience and Student Teaching Handbooks for additional information.

Early Clinical

Fifteen hours of clinical experience are required for admission into the Elementary Education Unit. This requirement is easily satisfied by taking the required courses prior to applying to admission into the Elementary Education program or another course with clinical hours totaling 15 hours for transfer students. This criterion could also be met if the student has completed a comparable work or volunteer experience, following high school graduation, which involved working with children.

Field Experience

An important part of teacher preparation is field experience. As an education student, you will be placed in a variety of community and school settings throughout your education at FDLTCC. Experiences include opportunities to observe, tutor, co-teach and work side by side with experienced teachers. A Field Experience Handbook is available to help students understand the requirements, expectations, and policies regarding field experience, as well as outline the assignments students will be expected to complete. Background checks are required for field experience. Information about this will be provided at the time of program admission. Students will also need to purchase EMSP liability insurance before beginning their work in the classroom.

The Minnesota Professional Educators Licensing and Standards Board (PELSB) requires each teacher candidate to attain 100 hours of Field Experience prior to Student Teaching.

MN Standards of Effective Practice (SEPS)

According to state law, any candidate for teacher licensure in Minnesota shall show verification of completing the following standards in a teacher preparation program. These 10 standards and their 120 specific competencies reflect the National INTASC standards and are adopted permanent rules of the Minnesota Board of Teaching. Students in FDLTCC teacher education programs are expected to develop a pre-professional portfolio of class work, field work and life experiences demonstrating accomplishment of the standards.

Standard 1 – Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2 – Student Learning: A teacher must understand how children learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development.

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

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

Standard 5 – Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-motivation.

Standard 6 – Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 – Planning Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8 – Assessment: A teacher must understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9 – Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including, students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10 – Collaboration, Ethics, and Relationships: A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support students learning and well-being.

Program Completion

The thorough progress of program completion ensures that FDLTCC graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students learning by : (1) actively engaging in a culture of reflective practice and continuous improvement (2) demonstrating awareness of and an ability to respond to broader psychosocial and global contexts; and (3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

Graduation (Exit) Criteria

In order to graduate and be recommended for licensure, students must complete Transition Point 3 and Transition Point 4.

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

Certification and Licensure Requirements

- Passing scores on the NES Essential Academic Skills in math, reading and writing
- Passing scores on the MTLE Pedagogy and Content tests.
- Cumulative GPA of 2.75/4.0 or higher.
- Completion of Minnesota Department of Education licensure application.
- Completion of Minnesota Department of Education background check.

Teacher Performance Assessment (edTPA)

Amid concern about the state of the American education system, Minnesota has become a leader in the nationwide effort to ensure that newly graduating teachers will be successful in the classroom and help all students learn. In 2009, Minnesota partnered with Stanford University and the American Association of Colleges for Teacher Education to develop the edTPA, a process that assesses whether teacher candidates are prepared to enter the classroom and teach effectively.

The edTPA requires candidates to use teaching materials (e.g. lesson plans, assignments, video and classroom assessments of learning) to evaluate their teaching and student learning. The edTPA also provides research-based expectations about what should be expected of teacher candidates in planning for instruction, delivering instruction, assessing learning, analyzing the impact of their teaching, and supporting students' academic language development.

The edTPA assessment was implemented as the statewide performance assessment tool to meet Minnesota accreditation requirements in 2011. The edTPA has been used nationally since the 2011-2012 school year and has demonstrated that it is a valid assessment tool that can be reliably scored.

FDLTCC education students will complete the edTPA during the semester when they are student teaching. The cost of the edTPA is \$300. Because the process includes videotaping along with writing, students have the opportunity to grow through feedback and reflection. This is a valuable part of the curriculum at FDLTCC.

Certification for Licensure

When the required exams are passed, your coursework at FDLTCC is completed with a GPA of 2.75 or higher, and you have begun your student teaching, it is time to think about obtaining a Minnesota teaching license.

The licensure application process can take a while, so it is best not to procrastinate. Current students can start the online process two weeks prior to graduation if they have passed all required exams. Many districts will not consider you for employment unless you have a license in hand. Keep in mind that even if you plan to teach in a state other than Minnesota, the first step is always to get a Minnesota license. Then, you can research the steps to obtaining an out-of-state license if that is something that you would like to do.

Before you apply for your MN License

Please read and understand the following information below prior to applying online. You will not be able to send your application to the Dean of Education for processing until you have applied online and printed the appropriate documents. There is more detailed information on the Education website about this process.

Applying for a MN License

Detailed information can be found on the Education website at (to be add once program is approved).

Print the application cover sheet after completing the online application and attach it as the first page of your paper application packet. The cover sheet contains the process number and information that identifies your documents.

Minnesota state law requires that all candidates applying for initial licensure be fingerprinted for a national criminal background check. This background check is for state use only.

The fingerprinting must be done at a law enforcement agency in black ink on a card supplied by Educator Licensing. You may be charged a separate fee for the actual fingerprinting. Provide all required personal information, but do not make other marks or highlighting on the card. Do not bend or fold the card.

FDLTCC graduates do not need to send any of their official transcripts to the MN Department of Education. Only candidates who did not graduate from a MN Teacher Preparation institution need to send official transcripts to the MN Department of Education.

This process usually takes 3 to 8 weeks after graduation for students to have any type of license (including a substitute teaching license). Recent graduates will not receive the signed paperwork from the Dean of Education until 2-3 weeks after graduation.

General Information

Student/Instructor Communication

Students are encouraged to speak with faculty, the Elementary Education Coordinator, or the Dean of Education if they wish to discuss their progress, a problem or concern. Faculty have posted office hours in the three-ring binder at the administrative assistant's desk in the nursing department. In addition, faculty will list contact information within syllabi and can be found in the Faculty/staff Directory: <http://fdltcc.edu/directory/>

Lines of Communication

Email: College email (starID@go.minnstate.edu OR [student.name]@fdltcc.edu) will be used for all correspondence. Education program faculty receives and reads email to their FDLTCC accounts on a regular basis. Due to the risk of potential viruses and malware, faculty may delete emails originating from other accounts without review.

Use of FDLTCC email is the formal means of communication. While some instructors may choose to provide a cell phone, this is not required of the instructor, nor is any communication via phone or text considered formal or binding.

Information Updates

Students are responsible for checking their FDLTCC email regularly. Official communications, potential course updates, assignment, etc. from faculty, dean, and administration will be sent via the college email. Information updates may also be found on the D2L.

Students are encouraged to sign up for alerts/automatic notifications as announcements are added to this site. Students are encouraged to review D2L content, announcement, and discussion areas as well as units and modules within D2L for reviewing upcoming assignments, expectations, and preparation for lecture, lab, or clinical.

Informing Student of Program Changes

General information and policies are communicated to education students via the FDLTCC Education Student Handbook. The material contained in the handbook is reviewed and revised regularly to reflect current and accurate information. As policies and guidelines change, the handbook will be revised, and students will be notified of these changes via student FDLTCC email and D2L. Students will be responsible for and held to changes in the handbook.

Disability Services/Tutoring Services

Disabilities Notice

Fond du Lac Tribal & Community College is committed to providing equitable access to learning opportunities for all students. Under the Americans with Disabilities Act and Section 504 of the Rehab Act, Fond du Lac Tribal & Community College provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable accommodation to participate in educational programs, activities, or services.

Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first complete an intake form and necessary requirements with

Nancy Olsen, Disability Services coordinator, to establish an accommodation plan. She can be reached at nancy.olsen@fdltcc.edu or 218-879-0819.

If a student has a documented health issue/disability that will affect ability to perform nursing skills, student is encouraged to discuss this with the Disability Coordinator. Please refer to the FDLTCC's policy on disability services: <https://fdltcc.edu/student-support/disability-services/>

If you are interested in a tutoring in any subject or would like to become a tutor, please contact the Center for Academic Achievement: <https://fdltcc.edu/current-students/academic-support/center-for-academic-achievement/>

Sexual Violence

Sexual Violence

Fond du Lac Tribal & Community College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, gender or sex-based bullying and stalking. If you or someone you know has experienced gender or sex-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. Fond du Lac Tribal & Community College has staff members trained to support survivors in navigating campus life, accessing resources, providing accommodations, assistance completing with protective orders and advocacy. For more information regarding the Campus Security Report, the following link will give you a report on the Clery Compliance and Security Report at FDLTCC: <http://fdltcc.edu/about-us/policies-reports/campus-security-policies-reports/>

Please be aware that all Fond du Lac Tribal & Community College employees are required to report any incidents of sexual violence and, therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the fullest extent possible. If you wish to report sexual misconduct or have questions

about school policies and procedures regarding sexual misconduct, please contact Anita Hanson, Dean of Student Services, at 218-879-0805 or anita.hanson@fdltcc.edu.

Student Opportunity for Involvement

As an education student here at FDLTCC it is important that you participate in Community and Campus Events. Part of our college mission/values is a focus on community. Also, part of our nursing mission and vision we encourage you all to be lifetime learners and have a spirit of inquiry. We believe that a way to get there is through volunteering.

Liability Insurance (EMSP)

Students also need to purchase Education Minnesota Student Program liability insurance before stepping into the classroom for their student teaching experiences. EMSP insurance is valid from September 1- August 31 each school year.

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.

Social Media

Use of social media brings with it concerns for privacy and confidentiality. Social media, internet or mobile based technology used for communication, includes but is not limited to Facebook, Twitter, LinkedIn, SnapChat, blogs, and YouTube. There is no such thing as a private post.

Comments can be forwarded or copied. Search engines can display posts and pictures years after the posted date. Systems save information even if the post is deleted. Despite any privacy settings, this information is public information and regarded as such. Students should be cautious of written posts and images, engaging in compromising behavior that may be photographed and portrayed in another individual's social media with or without permission of the student. It does not matter if the behavior is personal or professional. Students using social media are expected to adhere to the professional and privacy standards of the nursing profession and should not reflect poorly on themselves, FDLTCC or others.

When posting, consider the following:

- Liability - the author is legally liable for what is posted on a personal site and the sites of others. Employers are increasingly conducting internet searches on job candidates before extending job offers. Be sure that what is posted today will not be harmful in the future.
- Respect - Be professional and respectful, always
- Maintain confidentiality - Confidential information about the program, faculty, staff, student body (and families), clinical sites and staff is not to be posted. Information related to courses, any copyrighted or intellectual property belonging to the college and its staff is to remain confidential.

- Consider the audience - social media often span both personal and professional relationships
- Think before posting - Anything that posted is public information.

The faculty and staff at FDLTCC are committed to meeting the needs of our students as they work towards their careers. We want to provide all the information necessary to help students be competitive in the job market.

The Bureau of Labor Statistics is a valuable resource to learn more about the job outlook and salary for high school teachers and elementary teachers in the United States.

Employment After Graduation

If you are seeking a teaching job in the state of Minnesota, the Education Minnesota and MSC Employment Network websites are good starting points.

If you are seeking a teaching job in Wisconsin, visit the Wisconsin Job Seeker website. This jobs database has listings from around the state that can be filtered by category, job type, and region.

For additional resources, FDLTCC's Career Services can also provide assistance in searching for a job, writing a resume and preparing for interviews.

APPENDIX A

Standard Alignment Course Review

Fond du Lac Tribal & Community College
 Elementary Education Unit,
 Sara Montgomery, Room 214
 2101 14th St.
 Cloquet, MN. 55720
 218.879.0859
smontgomery@fdltcc.edu



Name: _____ FDLTCC ID/Star ID: _____ Date: _____

This alignment form is for courses taken at: _____

(Specify name and location of institution)

Transfer Subject	Transfer Course No.	Course Title	Grade Receive	Credit Received	FDLTCC Subject	FDLTCC Course	Course Title	Credits	Course Accepted Yes/No	Portfolio Yes/No

Signature of Advisor: _____

Recommendation: Approval Denial

Signature of Dean of Education: _____

Recommendation: Approval Denial

Comments: _____



APPENDIX B

Year	Fall	Spring	Summer/Tests
Freshman	<p>EDU/AMIN 1020 Foundations of Anishinaabe and American Educational Systems (3) (15) FE) AMIN 1050 Anish of Lake Sup (3) ENGL 1101 College Comp (3) SCI 1280 Inv Science I (4) (w/lab) SOC 2001 Human Diversity (3)</p> <p>Credits: 16</p>	<p>CDEV/EDU 1210 (3 w/lab) Child Growth and Development FE (15) ENGL 1102 Advanced College Comp (3) HIST 1050/1 Amer Indian History I/II (4) or HIST 1030/1031 SCI 1285 Inv Science II (4) (W/lab) SPCH 1010 Public Speaking (3)</p> <p>Credits: 17</p>	
Sophomore	<p>ART/Music 1250 Foundations of American Indian Arts (3) ANSH 1001 Intro to Anish Lang (4) HLTH 2100 Community Health & Wellness for Educators (3) (15 FE) MATH 1025 Contemporary Math (3)</p> <p>Application to the El Ed major is completed during Fall/Spring Semester sophomore year</p> <p>Credits: 13</p>	<p>ANSH 2010-Anish for Classroom (3) EDU/CDEV 2640 Curriculum Planning (3) EDU/AMIN 2300 Culturally Responsive Education (1) ENG 2200 Am Ind Children’s Lit (3) FE (5) MATH 1050 El Ed Math for Teachers (4) FE (5)</p> <p>Credits: 14</p>	<p>NES: Basic Skills (Take in the spring continue until it is passed)</p> <ul style="list-style-type: none"> • Reading • Writing • Math
Junior	<p>EDU 3100 Lang. Arts Methods I (3) FE (10) EDU 3215 Educational Technology (2) EDU 3210 Educational Psych (3) EDU 3125 PE Methods (2) FE (8) EDU 3205 Health & Wellness Methods for K-6 Educators (1) EDU 3200 Children with Exceptionalities (3) FE-(15) Goal Choice 10 (3)either here or next fall</p> <p>Credits: 17 Field Experience: Total FE 33</p>	<p>EDU 3101 Lang. Arts Methods II (3) FE (10) EDU 3120 Social Studies Methods (3) FE (5) EDU 3121 Science Methods (3) FE (6) EDU 4100 Classroom Management (3) FE (10) EDU 4101 Curriculum & Instruction (3) (20)</p> <p>Credits-15 Field Experience: Total FE- 51</p>	<p>MTLE: Pedagogy & Content Exams: (Begin the Spring of Junior year and continue until complete) Content: 3 Pedagogy:2</p>
Senior	<p>EDU/AMIN 2301 Culturally Responsive Leadership (2) FE (5) EDU 3124 Art Methods (2) EDUC 3122 Math Methods (3) FE (8) EDU 4102 Differentiated Instruction & Assessment (3) FE (10) EDU 4120- Professional Educator (2) EDU 3123 Music for Elementary Teachers Methods (2) Elective-2</p> <p>Credits-14 Field Experience: Total FE-23</p>	<p>EDU 4500- Student Teaching (14)</p> <p>edTPA completed during student teaching.</p> <p>Credits- (12) Clinical Practice: 14 weeks</p>	<p>Field Experience hours: 102+ pre serviced-55 Student teaching: (Student Teaching 14 weeks)</p>



APPENDIX C

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

1. Student Name: *

2. Date of Incident or Concern *

Format: M/d/yyyy

3. Was this during field experience? *

Yes

No

4. 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

5. If this is during Student Teaching is this *

- Mid Term
- Final

Area(s) of Concern

6. Is this a *

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

7. 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.

8. Please elaborate on which disposition you are concerned about. *

9. Any Relevant situational factors identified by student and faculty *

10. Other:

11. Person Initiating Concern *

Action Steps- Completed by Elementary Education Coordinator

Please list the expected outcomes, timeline, and evidence

12. Please explain the expected outcome #1

13. Please explain the action steps for outcome #1

14. What was the date of the incident?

Format: M/d/yyyy

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

16. Please explain expected outcome #2

17. Please explain action steps for outcome #2 below

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

19. What date is this to be completed by?



Format: M/d/yyyy

20. The following agree to the Academic Success Plan *

Person Initiating Academic Success Plan

Student

Elementary Education Coordinator

21. What Action was taken/recommended?

- Remediation completed
- Remediation continuation
- Program termination

22. Notes on Successful Completion

23. Next Follow-up Meeting Date



Format: M/d/yyyy



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 majors should utilize the following procedures to appeal issues related to the teacher education program.

PLEASE NOTE: Course grades are appealed through the FDLTCC appeal process. (See FDLTCC Grade Appeal Policy in the college catalog).

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:

Elementary Education Coordinator Signature:

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 Elementary Education Coordinator 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 E

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 125.185

History: 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