



**Fond du Lac Tribal & Community College**  
**Spring 2026**  
**EDU 3200 Children with Exceptionalities**  
 Elementary Education Majors  
 Cheryl Overn, Instructor

<b>Course Number/Name</b>	EDU 3200 Children with Exceptionalities
<b>Expectations of Student</b>	<ul style="list-style-type: none"> <li>• Complete a minimum of 15 hours of field experience.</li> <li>• Observation, interaction and engagement of children along with host teacher.</li> <li>• Apply assessment tools and gather data about a child/children.</li> <li>• Development and delivery of 3 lessons (see specifics).</li> <li>• Interview host teacher/school staff about processes and procedures related to children with exceptionalities.</li> <li>• Keep attendance record of field experience along with interaction and engagement activities you did with learners to be entered into SL &amp; L Watermark.</li> </ul> <p>* Per PELSB, all FE hours must be documented in SL &amp; L Watermark and approved by the host teacher prior to receiving a grade in this course. Help your host teacher with this process as needed.</p>
<b>Field Experience Hours:</b>	15 hours with a host teacher of diverse learners (3 lessons)
<b>Expectations of Field Experience Teacher</b>	<ul style="list-style-type: none"> <li>• Orient the teacher candidate to the site.</li> <li>• Provide supervision.</li> <li>• Mentor teacher candidate on gathering assessment data on children and utilizing assessment tools.</li> <li>• Review proposed lesson plans, observe delivery, and provide feedback.</li> <li>• Provide information and experiences on the school intervention, referral and multi-tiered systems of support for diverse learners.</li> </ul> <p>*Per PELSB, verify field experience hours in SL &amp; L Watermark.</p>
<b>Course Instructor(s) &amp; Contact Information</b>	Cheryl Overn <a href="mailto:cheryl.overn@fdltcc.edu">cheryl.overn@fdltcc.edu</a> 320-308-5211

For additional information or questions please contact Tara Graves, Education Facilitator, [tgraves@fdltcc.edu](mailto:tgraves@fdltcc.edu), 218.879.0701



Dear Field Experience Cooperating Teacher:

Thank you for accepting a student from the Fond du Lac Tribal and Community College Education Program for the Field Experience in Children with Exceptionalities. A brief overview of the field experience requirements is enclosed for your information.

This field experience for this course will run approximately March 18<sup>th</sup> through May 1<sup>st</sup>. The students are to complete a minimum of 15 hours during this time, which will include teacher observation, discussion, interaction with the children, and presentation of three specific lessons.

In addition, we use an online tool, SL&L by Watermark, to track and manage data we need for our program and for teacher licensure. You will be asked to do two things in SL&L:

1. Your teacher candidate will record in SL&L Watermark the hours they spend in your classroom. Then, you will go into SL&L Watermark and verify those log hours and what was done during that time.
2. Near the end of the semester, please complete the brief teacher candidate disposition form in SL&L Watermark regarding the candidate's dedication/responsibility, compassion, curiosity, and integrity during their field experience with you. This information allows us to identify and address any dispositional concerns before the teacher candidate begins student teaching. This data will also be utilized to inform change in our teacher preparation program. It should only take a few minutes to complete the form.

Instructions for how to access SL&L can be found here: [Sign In | Watermark](#)

If you have any questions or concerns regarding field experience or the teacher candidate placed with you, or if you are experiencing technical difficulties with SL&L Watermark, please email Tara Graves, Education Facilitator: [tgraves@fdltcc.edu](mailto:tgraves@fdltcc.edu).

Feel free to email me if you have any questions or concerns. Thank you for mentoring a future teacher!

Sincerely,

Cheryl Overn, Education Instructor

[cheryl.overn@fdltcc.edu](mailto:cheryl.overn@fdltcc.edu)

Fond du Lac Tribal & Community College

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*\*\*Teacher candidate should video themselves teaching one of the lessons with learners listed below and submit into D2L for instructor review.*

### **Lesson #1 Small Group Intervention**

Interact with classroom learners about their developmental needs in preparation for your lesson.

**Prior to delivery, lessons must be approved by the host teacher. Once the lesson plan is approved, the teacher candidate will implement the lessons with the host teacher observing.**

Lesson specifics: Develop and implement a lesson in a K - 6 classroom, using teaching approaches that meet the needs of all the students in the group (2-4 students), Teaching approaches should be sensitive to the varied experiences of your students that address different learning and performance modes to ensure that all students are meeting their developmentally appropriate goals and moving forward in a classroom.

After lesson delivery, students will reflect on their performance and discuss what went well and how they could improve their next lesson with their site teacher. They will also discuss how they would adjust lesson plans to integrate the individualized learning goals of students in your given class. Students will debrief with the cooperating teacher for feedback on what went well and areas for improvement. Document this reflection on your lesson plan template.

### **Lesson #2 Dyslexia Reading Intervention**

Interact with classroom learners about their developmental needs in preparation for your lesson. Gather data on specific children from host teacher and from the dyslexia checklist.

**Prior to delivery, lessons must be approved by the host teacher. Once the lesson plan is approved, the teacher candidate will implement the lessons with the host teacher observing.**

Lesson specifics: The teacher candidate will develop and implement a lesson in a K - 6 classroom for a specific learner or small group of learners, using varied teaching approaches and incorporates universal design based specifically on the assessment data gathered from the Dyslexia Checklist and Dibels Benchmark Assessment information. Lessons will specifically address areas of need of the child/children based on the dyslexia assessment information. Teaching approaches should be sensitive to the varied experiences of the children that address different learning and performance modes to ensure that all learners are meeting their developmentally appropriate goals and moving forward. Teacher candidates will implement the lessons within their field experience classroom.

After teaching the lesson, candidates will reflect and review ways to improve the lesson and further meet the needs of the learner. Teacher candidates will reteach the improved lesson strategies to the learner(s) to increase the understanding of the specific reading skills being taught. Candidates will turn in completed lesson plans, including post lesson reflections to D2L.

After lesson delivery, teacher candidates will reflect on their performance and discuss what went well and how they could improve their next lesson with their site teacher. They will also discuss how they would adjust



lesson plans to integrate the individualized learning goals of learners in your given class. Candidates will debrief with the cooperating teacher for feedback on what went well and areas for improvement. Document this reflection on your lesson plan template.

### **Lesson #3 Assistive Technology Intervention/Activity**

Review the learning content on assistive technology with special education learners. Research assistive technology possibilities for learners given specific concerns presented in the site classrooms with a consideration of community and cultural structures. Teacher candidates will choose one assistive technology tool to develop and implement a lesson for supporting and integrating assistive technology either through universal design or individual placement.

Develop and implement a lesson utilizing a piece of assistive technology to an individual or a whole group of learners. **Prior to delivery, lessons must be approved by the host teacher. Once the lesson plan is approved, the teacher candidate will implement the lessons with the host teacher observing.**

After lesson delivery, teacher candidates will debrief with the cooperating teacher for feedback on what went well and areas for improvement. They will also discuss how they would adjust lesson plans to integrate the individual learning goals of learners in your given class. Document this reflection on your lesson plan template.

Note: Teacher candidates will incorporate their learning and experience using this assistive technology as part of a PowerPoint presentation for a course assignment.