



FDLTCC Elementary Education Spring Orientation



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Agenda/Topics to Be Covered

- ❖ Welcome/Introductions
- ❖ Mission and Vision
- ❖ Student Handbooks
- ❖ Planner
- ❖ Expectations as Students & Teacher Candidate
- ❖ Dispositions
- ❖ Field Experience
- ❖ Background Checks and Liability Insurance
- ❖ Applying to the Elementary Education Program (Junior Status)
- ❖ D2L/Teacher Toolbox; Watermark; Elementary Club/Special Events/Conferences; Scholarships
- ❖ Questions, Concerns, feedback...

Who's Who

❖ Program Staff and Faculty/Adjunct 

❖ Students- Year In program



Vision and Mission

- **Vision** The vision of the FDLTCCC Elementary Education program is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o'ogikendaasowin, 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 Elementary Education program 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.

HandBooks

[FDLTCC HandBook –](#)

FDLTCC Field Experience and Student Teaching Handbook

*These are available in the Teacher
Tool Box in D2L



A.S Planner and Bachelor of Science Degree Program Planner-



Anishinaabe and American Elementary Education Associate of Science Degree Program Requirements

Course Number	Course Title	Credits	Course Number	Course Title	Credits
General Education Requirements:					
*MTC Goal 1: Communication:					
ANNS 1001	Anishinaabe Language I	3	ENGL 1102	Advanced College Composition	3
ENGL 1101	College Composition I	3	ENGL 1102	Advanced College Composition	3
ENGL 1102	Advanced College Composition	3	SPCH 1010	Public Speaking	3
EDUC 2640	Curriculum Development	3	*MTC Goal 2: Critical Thinking: Completed when 40 credits of MTC requirements are met.		
PHL 1101	Contem Health & Wellness for Educators	3	*MTC Goal 3: Natural Sciences: (2 courses, one of which must have a lab)		
MA111050	Math for Elementary Teachers	4	*SCI 1280	Investigative Science I	4
Total Required Credits: 17			*SCI 1285	Investigative Science II	4
*MTC Goal 4: Mathematical/Logical Reasoning: (1 course)					
*MATH 1025 Introduction to Contemporary Math					
*MTC Goal 5: History & the Social & Behavioral Sciences:					
Group 1:					
SOC 2001	Human Diversity	3	*MTC Goal 6: Humanities & Fine Arts:		
Group 2:					
HIST 1035	History of the US to 1876 OR	4	*ANNS 1001 Introduction to Anishinaabe Language		
HIST 1036	History of the US from 1875 OR	4	*MTC Goal 7: Human Diversity: (3 credits)		
HIST 1055	American Indian History to 1849 OR	3	*ENGL/AMN 2200	Ann Indian Children's Lit	3
HIST 1056	American Indian History from 1849	3	*MTC Goal 8: Global Perspective:		
*AMNS 1001					
*MTC Goal 9: Ethical & Civic Responsibility:					
AMNS 1059	Anishinaabe of Lake Superior	3	*MTC Goal 10: People & the Environment:		
Choice of Elective					
General Education Credits: 43			Total Credits Required: 66		
*Meets MN Professional License & Standards Board (PELSB)					

ASCC Approved 02/22/24

Fond du Lac Tribal and Community College (FDLCC) reserves the right to change when courses are offered, as classes and program requirements are subject to annual review and revision. Students may use this program planner as a guide when selecting courses for degree completion but should always consult with an advisor and use the online Course Planner. List an advisor prior to registering for courses each semester.

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Elementary Education Advising

FDLCC offers a range of services to help students achieve their educational goals. Connect with an advisor today and find the support you need!

Associate of Science Advising

Schedule a Meeting with Tara Graves in North Star
<https://link.fdlcc.edu/TaraG-NorthStar>



Bachelor of Science Advising

Schedule a Meeting with Dawn Quigley in North Star
<https://link.fdlcc.edu/DawnQ-NorthStar>



General Advising

Schedule a Meeting with Kate Meisner in North Star
<https://link.fdlcc.edu/kateM-NorthStar>






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Fond du Lac Tribal and Community College

The Path to Your Bachelor of Science Degree in Elementary Education

If you are interested in enrolling in FDLCC's Bachelor of Science program in Elementary Education, please meet with your advisor. Application preparations begin in your first semester!

FALL Semester 1		SPRING Semester 2			
Course #	Course Title	Crs	Course #	Course Title	Crs
AMNS 1000	Anishinaabe of Lake Superior	3	EDUC/DEV 1210	Child Growth & Development*	3
EDUC/AMN 1000	Foundations of Anishinaabe and American Elementary Ed Systems*	3	ENGL 1102	Advanced College Composition	3
ENGL 1101	College Composition	3	MA111050	Math for Elementary Teachers*	4
MA111050	Intro to Contemporary Math	3	HIST 1055, OR HIST 1056, OR	Am. Indian Hist 1849 OR US Public Speaking	4
ISOC 2001	Human Diversity	3	SPCH 1010	Public Speaking	3
Total semester credits			Total semester credits		
15			17		

FALL Semester 3		SPRING Semester 4			
Course #	Course Title	Crs	Course #	Course Title	Crs
ANNS 1001	Intro to Anishinaabe Language OR ANNS 1002 Anishinaabe Language I	4	ANNS 1000	Anishinaabe Ig for the Classroom	3
HLTH 1100	Community Health & Wellness*	3	EDUC/AMN 1000	Culturally Responsive Education	1
SCI 1280	Investigative Science I	4	EDUC/DEV 2640	Curriculum Development	3
Elective	MnTC Goal Area 10	3	FDLCC/AMN 2200	Am. Indian Children's Literature	3
Total semester credits			Total semester credits		
14			14		

FALL Semester 5		SPRING Semester 6			
Course #	Course Title	Crs	Course #	Course Title	Crs
EDU 4100	Literacy Strategies for K-6 Teachers*	3	EDUC/AMN 1000	Culturally Responsive Leadership	3
EDU 4121	Science Methods*	3	EDU 4100	Language Arts Methods I*	3
EDU 4110	Educational Psychology	3	EDU 4110	Social Studies Methods*	3
EDU 4100	Classroom Management**	3	EDU 4121	Physical Education Methods**	2
EDU 4101	Curriculum and Instruction*	3	EDU 4100	Children with Exceptionalities**	3
			EDU 4105	Health & Wellness for K-6 Ed	1
			EDU 4102	Differential Instr. and Assessment**	3
Total semester credits			Total semester credits		
15			17		

FALL Semester 7		SPRING Semester 8			
Course #	Course Title	Crs	Course #	Course Title	Crs
EDU 4100	Language Arts Methods I*	3	EDU 4100	Student Teaching (14 weeks)*	12
EDU 4105	Perform Assess for Teach Cand	2			
EDU 4122	Math Methods for Elem Ed*	3			
EDU 4120	Music Methods for EL Teachers	2			
EDU 4124	Art Methods	3			
EDU 4121	Educational Technology	2			
EDU 4120	The Professional Educator	2			
Total semester credits			Total semester credits		
16			12		

- Plan on acquiring approximately 5-10 hours of field experience each semester during your first two years and 18-20 in your second two years. The courses with field experience hours are marked with an *.
- This is a guide for course sequencing. Actual courses may vary by student and course availability.

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Ganawenjigewin Stewardship

The act of caring for things

Learn how to pronounce Ganawenjigewin:
<https://link.fdlccc.edu/Ganawenjigewin-Audio>



Student & Teacher Candidate Expectations, Confidentiality & Dispositions

- [Code of Ethics-](#)
- [Confidentiality](#)
- [Dispositions](#)

FIELD EXPERIENCE

- ❖ Follow your Field Experience Handbook
- ❖ **ALL** Field Experience placements must be approved by Education Facilitator prior to your placement. Education Facilitator will arrange your placements!
- ❖ Contact the Education Facilitator immediately if you have concerns about placement.
- ❖ Students are responsible for purchasing their own background checks through [Castle Branch](#) and or the school district's policy. Must provide proof to Education Facilitator.
- ❖ [Liability Insurance](#) must be purchased and proven prior to ALL placements
- ❖ Follow your instructors/class objective for each Field Experience. For example, it may be observation, interviewing, lesson plans, and assessment.
- ❖ Students **MUST** log ALL Field Experience Hours in [SL&L WaterMark](#)
- ❖ Students Must also have a current FDLTCC Student Identification Badge/Card, for entering school districts and schools.
- ❖ Using same language terms: **Teacher Candidate** (You, College Student Freshmen-Senior status prior to student teaching); **Host Teacher**: Classroom teacher/Mentor; **Student Teacher**: College student in their final semester of the Program/ Student Teaching; **Cooperating Teacher**: Classroom teacher that is supervising the Student Teacher during Student Teaching




Field Experience 101

- 1. Read and sign the following forms: Code of Ethics; Confidentiality Form; EMS Insurance; Background Check must be completed and receipt turned into Field Experience Facilitator.
- 2. Meet FE liability insurance coverage and background check deadlines. Liability insurance expires every August 31. Buy your new coverage every fall semester. If you take your first practicum course in January, you will purchase insurance at that time, and again the following September. You will not be placed without proof of liability insurance.
- 3. You will be placed in schools that require transportation to get there. That is your responsibility.
- 4. How do I get my placement?
 - a. Check your email each day as you will be sent an email to your FDLTCC email with directions for obtaining your placement from Education Facilitator, Tara Graves.
- 5. What if my placement seems “odd”?
 - a. Please contact Tara Graves ASAP!!! 218.879.0701 tgraves@fdltcc.edu (email)
- 6. Contact host teacher within 48 hours of receiving placement.
 - a. CC your professor on your introduction email.
 - b. Your email should be professional! Do not say “Hey”. Use proper grammar, etc.
 - c. Your email should include your FACT SHEET as an attachment, so the teacher knows your Instructors’ expectations.
- Fact Sheet downloads are available in D2L in teacher toolbox.
- 7. Will I get placed out of town?
 - a. Yes. State statute reads that you need multi-school experience.
- 8. I do not like where I am placed...
 - a. Every experience must be approached as a learning experience. Be thankful a principal is allowing you to be a guest in their school. Due to our rural location and small size, it takes.
 - b. Unless it is an emergency, your placement will stand.
- 9. I need to do all my hours at a school by my house or FDLTCC.
 - a. Our program requires you receive experience in multiple settings.

F.E Continued

- 10. I need special hours, not the hours our class outlines.
 - a. The principal and host teacher agreed to the hours outlines by your professor. They did NOT agree to doing all hours in one week or only over a break. You are expected to conduct hours spread out on a scheduled basis.
- 11. I don't have a schedule that allows me to obtain my practicum hours.
 - a. Bring me your schedule during the first week of school. Together we will figure out what days/ and times will work.
 - b. It is in the Education Handbook that you would need to complete field experience hours. This is what you signed up for. You will need to make it work.
- 12. Can I miss other classes to do my field experience hours?
 - a. NO!
- 13. My situation is more important than the other FDLTCC students, so I need special expectations.
 - a. All FDLTCC students have situations and are important.
- 14. There are many students who need field placements each semester.
Be thankful to the school and teacher(s) are willing to host you. Learn as much as you can. Each experience in life offers an opportunity to learn something.
- 15. Wear appropriate clothes.
- 16. Show up when they expect you to be there.
- 17. Follow school rules.
- 18. Speak appropriately to students. Your role as a teacher candidate has power over the students in the classroom. Do not abuse that power.
- 19. Park in designated visitor parking areas. NO parking in bus loading zones, Special Ed entrance areas, etc!
- 20. Remember, teachers and principals are scoping you out to see if they want to work with you.
- 21. Remember, teachers are asked to fill out a dispositions survey evaluating your conduct. If you get a bad review, you must meet with the Education Facilitator and Coordinator before you will be considered for future placements.
- The Education Facilitator and Program Coordinator will create an action plan for your success. A second negative dispositions report will result in ineligibility for future placements.
- 22. Your host school controls your access to its classrooms. At any time, your school can discontinue your placement.
- 23. If you are pulled from your placement, you cannot receive a passing grade in the class
- 24. You are always welcome to do more if your Host Teacher and principal agree, never do less.
- 25. Log into [watermark](#) to journal your field experience hours for each class.

Watermark Journaling & Tips:

-  **Journaling Techniques**
- Your observation journal is a critical tool for reflection and growth. Here are some tips to help you make the most of it:
- **Be Specific:** Describe exactly what you see. Instead of writing “The teacher gave instructions,” try “The teacher used a visual anchor chart and asked students to repeat the steps aloud before beginning the activity.”
- **Capture Student Behavior:** Note how students respond—Are they engaged? Confused? Working collaboratively? Include quotes or actions when possible.
- **Include Your Thoughts:** Reflect on what you’re learning. What surprised you? What would you do similarly or differently?
- **Use Time Stamps:** Record the time of each observation segment to help contextualize what’s happening in the classroom.
-  **Observation Times**
- Please ensure you are logging your observation hours accurately. Include:
- **Date and time of each visit**
- **Grade level and subject**
- **Teacher’s name (if applicable)**
- This helps us verify your experience and supports your professional development.
-  **Details Matter**
- The more detailed your entries, the more valuable they become. Think of your journal as a tool not just for documentation, but for analysis. Ask yourself:
- What instructional strategies are being used?
- How is classroom management handled?
- What differentiation is evident?
- How are students interacting with content and each other?

Watermark Journaling & Tips:

- Your journal should reflect both what is happening and your interpretation of why it matters.
- Here is a sample:
- **Date:** October 7, 2025
- **Time:** 9:00–10:30 AM
- **Grade/Subject:** 3rd Grade – Reading
- **Teacher:** Ms. Johnson
- **Observation:**

Ms. Johnson began the lesson by reviewing the previous day’s vocabulary words using a “word wall” and student-led definitions. She then introduced a new story, *The Paper Dragon*, and asked students to make predictions based on the title and cover illustration. Students shared ideas like “It might be about a dragon made of paper” and “Maybe it’s a story from China.”

During the read-aloud, Ms. Johnson paused to ask comprehension questions such as, “Why do you think the villagers are afraid?” and “What clues tell us the dragon might not be real?” Students raised hands eagerly and referred to specific sentences in the text.

After reading, students worked in pairs to complete a graphic organizer identifying the story’s characters, setting, problem, and solution. I noticed one pair struggling with identifying the problem, and Ms. Johnson gently guided them by asking, “What was the biggest challenge the villagers faced?”
- **Also: Teacher Candidates.. (YOU) should be engaged and involved with classroom activities. Your observation time should be fairly limited and you should be doing hands on learning and engagement!**

Applying to the Elementary Education Program

Juniors- Must apply to Education Program: Email Tgraves@fdltcc.edu or Program Coordinator to request application (Microsoft Forms)

*Generally, this will take place spring of Sophomore year.

Other Information

- ❖ [Teacher Toolbox – D2L](#)
- ❖ Student Clubs
- ❖ Scholarships
- ❖ Student Volunteering and Community Involvement (parades, campus events, etc)

Questions, Concerns, Comments?

Be A Teacher with Gidakiimanaaniwigamig

Gidakiimanaaniwigamig (Gida Camp) is a 5th-12th grade multigenerational indigenous first Science, Technology, Engineering, and Math camp held once a month at the Cloquet Forestry Center. The camp aims to teach STEM from an indigenous perspective by incorporating culture, language, and art to help students develop confidence, enhance their public speaking, and knowledge of their culture.

What you would do:

- Contribute to lesson planning
- sharing of knowledge
- helping students build their confidence
- be a mentor

Commitment:

- One weekend a month (Not required to be at every month but consistency is key)
- Friday 5:00pm - Sunday 1:00pm
- Potential summer programming
- complete a background check

Compensation

- Food and housing provided at the Cloquet Forestry Center (catered)
- 300 dollars per day stipend (900 for the full weekend)

Next Camp Dates: January 16th-18th, February 6th-8th, and March 13th-15th

Email Anna Peterson-Bauman: anna.peterson@fdlcc.edu with any questions or more information.

Miigwech~

Miigwech for choosing us!! You are the ones making a difference and creating history for FDLTCC!! Make us, your family, your future students and **YOURSELF PROUD** to be **THUNDER!!**☑

OFFICE- 241- Please stop in...

Good Luck... You got this!!

FDLTCC



ELEMENTARY
EDUCATION