

FDLTCC Education

Data Retreat July 16-18, 2025



MINNESOTA STATE

*Fond du Lac Tribal & Community College,
A member of Minnesota State*

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Welcome



Relax, work, relax!

-July 16th-

3:00-Introductions

3:30-Roles & Responsibilities

Calendar: EdFest-adjust the date? Oct?

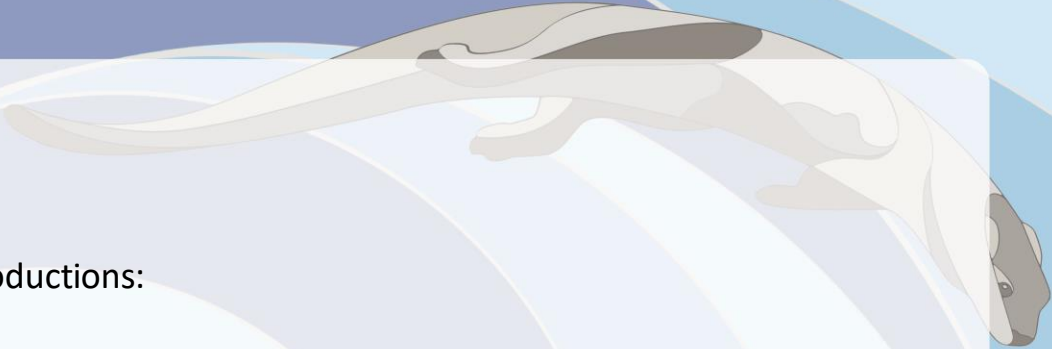
-Induction for students: Aug. 19th 2-4

3:45-Strategic plan

4:00-What's happening with the handbook

-Must connect to the end result of Assessment tools (watermark, nuventive, and rubrics?), syllabus, key assessments, dispositions, field experience, d2L


6:00 Dinner: BBQ



Introductions:

Ice breaker:

Tell us who you are, how long you have been in education, how long at FDLTCC what courses you have taught, and If you could travel anywhere where would it be?



Welcome to our Education TEAM

If you haven't been into the TEAMS folder click on the link below:

FDLTCC Education Unit FDLTCC Education faculty staff

[FDLTCC Education faculty staff | FDL-Education Unit-Team | Microsoft Teams](#)

However,

We are going to talk about the different TEAMS and what we do in our Elementary Education Program.



People

Roles

Responsibilities

Engagement

TEAM
Elementary Education

PEOPLE
Dean, faculty, staff, others

ROLE
Many different roles

RESPONSIBILITY
Many, many different responsibilities

ENGAGEMENT
We all take care of what needs to happen to complete the many, many processes of the programs.

OTHER
Other teams, people and communities on and off of campus.



TEAM

Elementary
Education



PEOPLE

Sara Tara
Dawn Jess
Cheryl Heidi
Mary Lyz
Bekki Baabiiyaw
Karen



ROLES

Admin
Faculty
Adjunct
Staff
Outside entities:
Cooperating
teacher/Schools



RESPONSIBILITY

THE JOB
DESCRIPTIONS
AND TASKS ARE
ONLY A PART OF
OUR JOBS.



CIVIC ENGAGEMENT

Elementary Education Team

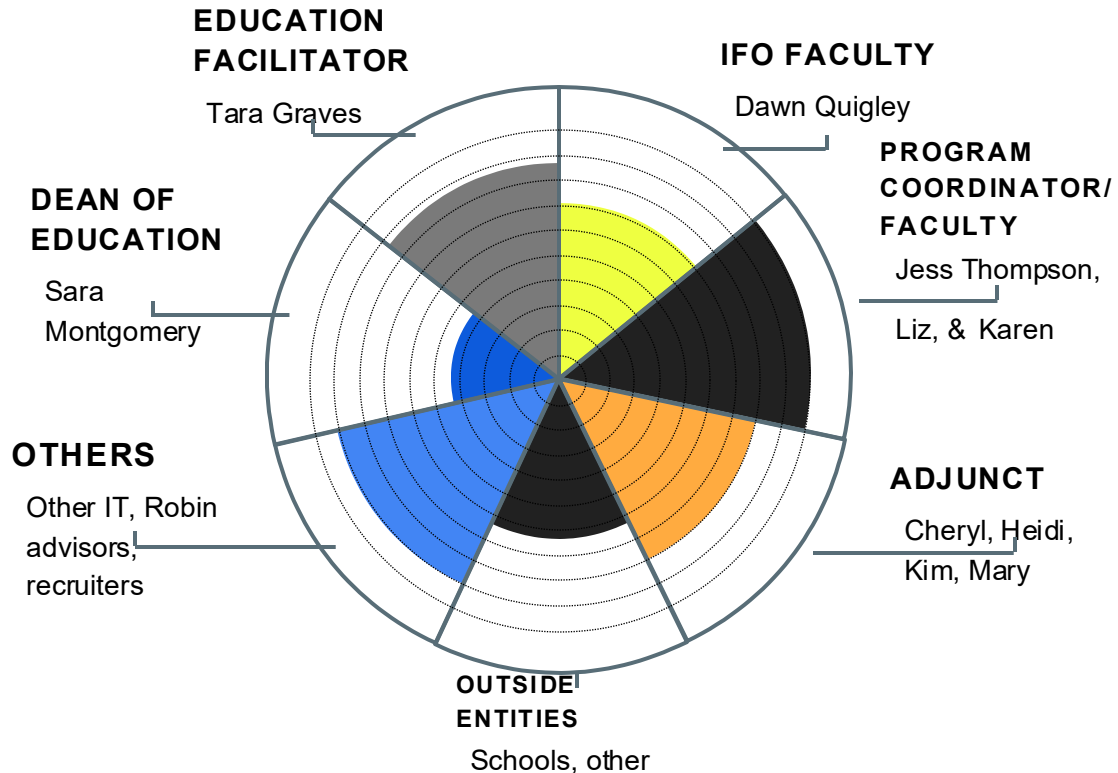
Roles of the Education Team

LEADING THE WAY

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

The overall objective of the FDLTCC Elementary Education program 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 & 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.





Responsibilities

DEAN

Direct & manage Education programs
Practice & review outcomes, key performance and metrics to ensure SEP & subject matter are in compliance for licensure for **PELSB**
Provide Leadership & Promote & support faculty, staff program & students.
Build relationships/engage with community, tribal, state, and national.

EDUCATION FACILITATOR

Connect with Schools
Clinical Experience
MOU's with partner schools
Advise students
Data collection-watermark, evaluative tools
Network, Recruit
MITTP

IFO FACULTY

PELSB-Subject matter
CPAST-Supervisor
AASC?
Advise Students
Supervise Triad Mtgs.
Teach (3-4 course each semester)

PROGRAM COORDINATOR/ FACULTY

Advise students
Connect/attend AASC-revise submit any changes to syllabus
PELSB –SEP (review & change when necessary)
Teach (3-4 courses)
Scholarships

ADJUNCT

Teach
Participate in monthly meetings
Participate with PELSB requirements

OTHER

Grants:
-MITTP (scholarships) & reporting
-Scholarships: (review each semester)
* Workforce Development & Internships (Asendum)
-AS in El Ed Program (Fox)
-Linda & Norman Baer



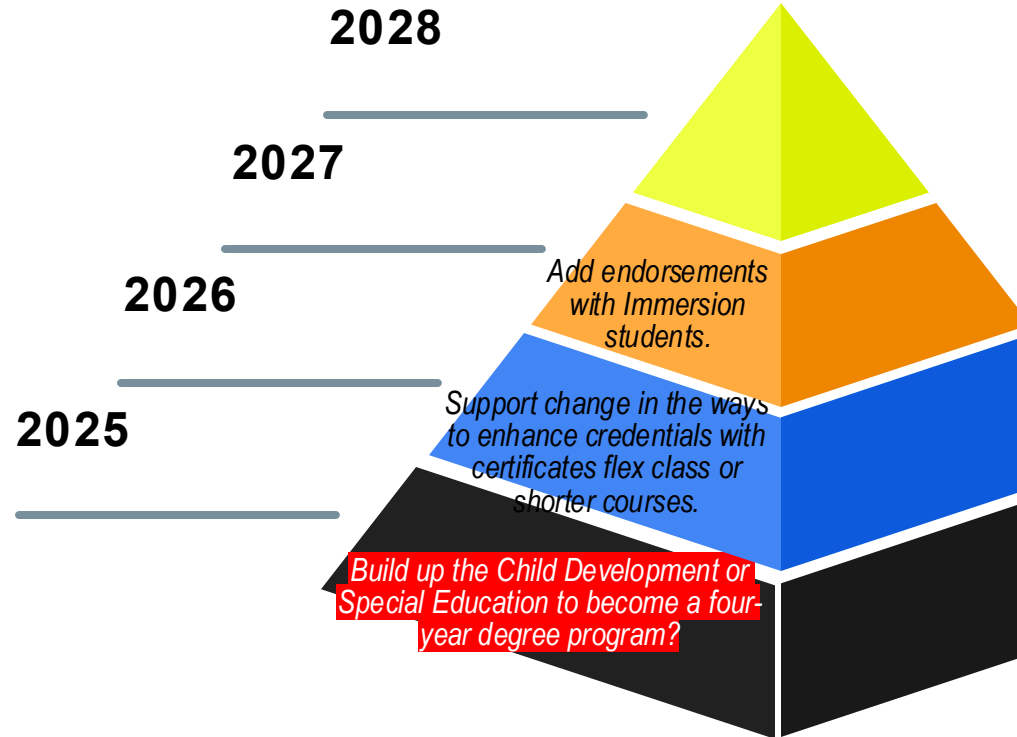
timeline

Education Programs

WHERE DO WE WANT TO BE IN 5 YEARS

- El Ed Strategic plan finishes up June 2026?

What does the next 5 years in education look like.





Syllabus

- Claim what is going to be taught
- How you are going to assess

Watermark

- Gather Data
- Demonstrate what was taught
- Need Key Assessments, Dispositions and field experience in Watermark.
- Will need for the PERCA report

Handbook

- Explain everything we will do in the context of the programs
- PERCA Report

Syllabus

Assignments aligned to Standards to assessments

Assessment: Quiz/written statement with a Rubric

Field Experience allows for demonstration with k-6 Learners.

Civic Engagement

Watermark Documentation Required

Key assessment

Field Experience

Dispositions

CPAST

Handbook

Student Teaching (Dawn)

Sara PELSB info Letter

Field experience, Key assessments & dispositions

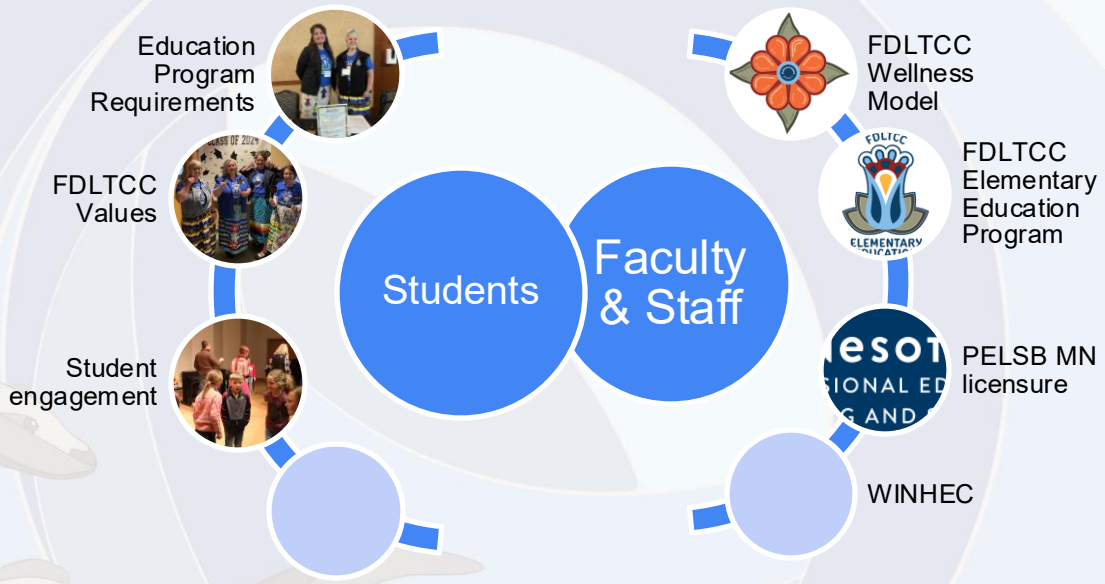
CPAST

PELSB/ SEP or SM

New SEP's in first 2 year courses

NEW SEP's 2023 in upper-level courses

Reading and Dyslexia updated into syllabus

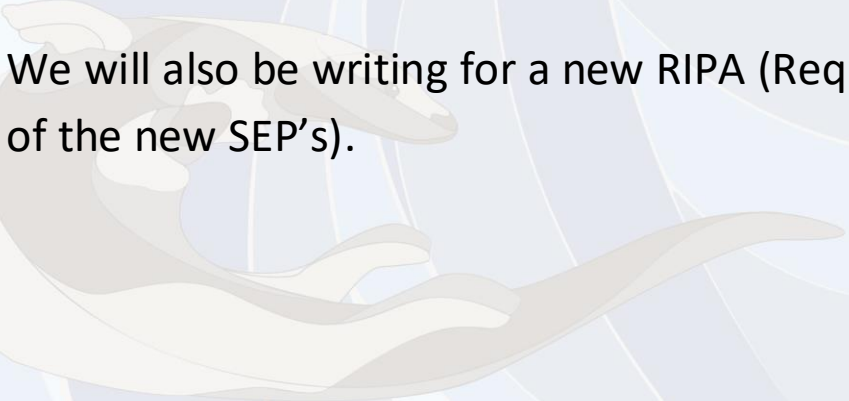




PELSB

Unit Standards: [PELSB Education Unit](#)

This next year we will be collecting evidence for the PERCA review. (End of the year Report for PELSB licensure.)



We will also be writing for a new RIPA (Request for Initial Program Approval because of the new SEP's).



D2L

Discussion of D2L

What is best practice in the online environment?

-How do you communicate/engage with your students?

Discussions?

Zoom during advising hours?

-Video yourself?



July 17th

9:00-9:15 Take a walk and review the exercises on the next slide


9:30 Handbook – Tara & Sara

10:00 Syllabus –Sara (walk through review)

11:00 Watermark- Tara

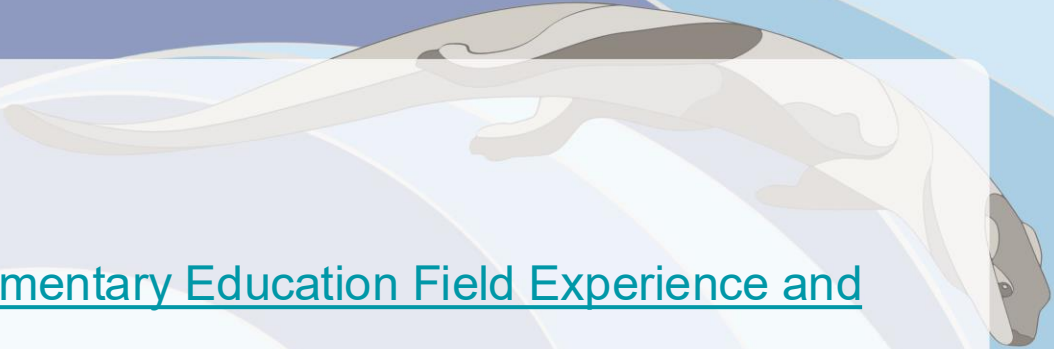
12:00-Lunch

1:00-4:00? Syllabus/watermark work time



We spend much of our time thinking about our imperfections. If we spent some time thinking about what is right about ourselves, our ideas and visions, and plans might then have the space they need to crystalize.

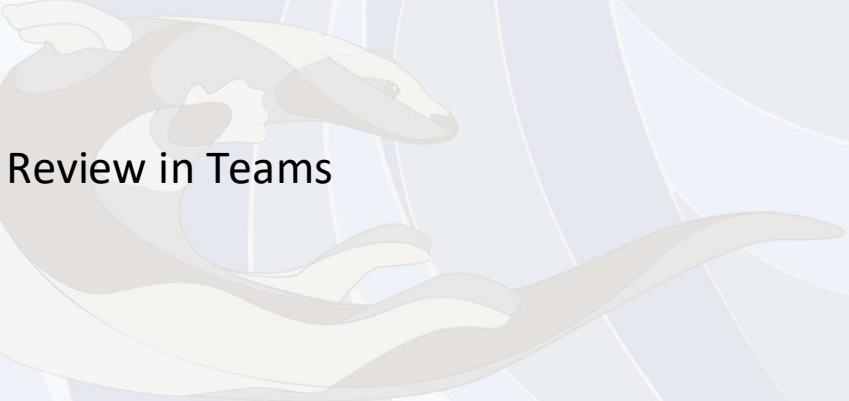
Spend 15 minutes thinking about your best self. Think of your top five positive traits. Before coming back inside, speak them outloud in first person and state..”I am ...”



Handbook: [2023-2024 FDLTCC Elementary Education Field Experience and Student Teaching Handbook.pdf](#)

What's in the old student handbook?

What needs to change?



Review in Teams



Overview

1) What's in the syllabus? (Hand out 3 different syllabi to share and discuss)

1) Learning outcomes related to SEP's or SM?


1) Are they connected with/relation to Cultural standards?

2) Standards of Effective Practice (SEP's) & Subject matter (SM)

Should be in 3 different areas: Chart, Course Schedule, end of syllabus

3) Key assessments or Dispositions-Watermark (Should they be listed someplace in your syllabus.)

2) Civic Engagement discussion

The background features a stylized illustration of a hand holding a globe. The hand is rendered in shades of beige and brown, with detailed shading to show its form. The globe is light blue and white, with a grid of latitude and longitude lines. The entire scene is set against a background of overlapping, semi-transparent circles in various shades of blue and purple, creating a dynamic, circular pattern.

Civic Engagement and community involvement: Think about opportunities or outside of classroom time what can we do to engage everyone in civic engagement...

- As educators, we have a unique opportunity and responsibility to contribute positively to our community. Civic engagement enriches our teaching and research, fosters a sense of social responsibility, and strengthens our connection with the community. Faculty & STUDENTS are encouraged to:
- **Participate in Community Service:** Engage in local volunteer opportunities that align with your interests and expertise.
- **Collaborate with Local Organizations:** Partner with community groups, schools, and non-profits to support mutual goals and initiatives.
- **Incorporate Service Learning:** Integrate community-based projects into your curriculum to provide students with hands-on learning experiences.
- **Advocate for Community Needs:** Use your voice and platform to advocate for policies and initiatives that benefit the community.
- **Attend Community Events:** Participate in local events to stay connected and informed about community issues and opportunities.

Watermark: Collecting Data



Watermark:

- Students view
- Faculty: You will need to add your activity, & rubric for assessment.
- You
- Rubric can be sent to Tara to write it into Watermark Must follow
 - Emerging
 - Developing
 - Proficient
 - Exemplary
- Administration-We see it all

The background features a large, light blue circular frame containing two stylized illustrations of animals. At the top, a dog with tan and white patches is shown in a leaping or running pose. At the bottom, a cat with similar tan and white patches is shown in a leaping or running pose. The overall aesthetic is clean and modern with a soft color palette.

[Creating a template in Watermark](#)

[Templates & Activity Workflow Overview – Watermark](#)

Q Ask a question...

Watermark > Student Learning & Licensure [SLL] > Managing Student Learning & Licensure > Academics & Offices > **Templates, Activities, and ePortfolios**

Templates & Activity Workflow Overview

Updated 8 months ago

 [Watermark Support](#)

The Templates tab is used to create, edit, and view templates associated with an organization or program. A **template** is a customizable, interactive document that defines the requirements of an activity submission. A template acts as a container, providing a single document in which a submitter can enter text and images, respond to questions and tasks, attach files, and create links to their Timeline or ePortfolio. It also includes any **rubrics** that will be used for assessment or grading.

Every template has a specific type of workflow. The workflow type defines how and by whom the template will be submitted and assessed.

Workflow types include:

1. **Standard Workflow** – Students complete and submit a template and the template is assessed by an instructor.



2. **Peer Review Workflow** – Students complete and submit a template. The template is then randomly assigned for assessment to another student. After peer assessment, the template is assessed by an instructor.



Articles in this section

[Templates & Activity Workflow Overview](#)

 [Creating Templates](#)

[ePortfolio Templates](#)

[Managing Templates](#)

[Creating Activities](#)

[Activity Scheduler](#)

[Activity Progress](#)

[Making Changes to the Template for an Existing Activity](#)

[Creating Activity Templates \[Video\]](#)



How to Contact Support

There are many ways to reach out! Click here for our support options.



Watermark Academy

Rubric Design

Add and complete levels and element names to create this Rubric. Standards or Outcomes can be added to elements individually.

ELEMENTS	Level 1* Emerging 8/64	Level 2* Developing 10/64	Level 3* Proficient 10/64	Level 4* Exemplary 9/64	N/A
<p>Element 1*</p> <div data-bbox="19 333 247 644" style="border: 1px solid #ccc; padding: 5px;"> Content: Making Learning meaningful through culturally grounded content and assessment. </div> <p>Edit Alignment</p> <p>PELSB - EPT 4E - Standard 4E - Diverse Learners</p> <div data-bbox="19 780 131 824" style="display: flex; gap: 10px;"> ↑ ↓ </div>	<p>1 Point</p> <p>Description</p> <div data-bbox="312 390 658 589" style="border: 1px solid #ccc; padding: 5px;"> Uses literature-based culture content in a lesson. </div>	<p>2 Points</p> <p>Description</p> <div data-bbox="689 390 1035 589" style="border: 1px solid #ccc; padding: 5px;"> Shows different levels of meaning and purpose by using culture-based literature. </div>	<p>3 Points</p> <p>Description</p> <div data-bbox="1068 390 1414 589" style="border: 1px solid #ccc; padding: 5px;"> Demonstrates Ojibwe culture content units in the classroom inclusive of culturally appropriate literature. </div>	<p>4 Points</p> <p>Description</p> <div data-bbox="1445 390 1790 589" style="border: 1px solid #ccc; padding: 5px;"> Shares Ojibwe culture unit with other lead teachers and or community. </div>	N/A
	<input type="radio"/> Met <input checked="" type="radio"/> Not Met	<input type="radio"/> Met <input checked="" type="radio"/> Not Met	<input checked="" type="radio"/> Met <input type="radio"/> Not Met	<input checked="" type="radio"/> Met <input type="radio"/> Not Met	N/A
<p>Element 2*</p> <div data-bbox="19 889 247 1015" style="border: 1px solid #ccc; padding: 5px;"> Context: In the place. Structuring school classroom and other learning environments in culturally appropriate ways. </div>	<p>1 Point</p> <p>Description</p> <div data-bbox="312 955 658 1021" style="border: 1px solid #ccc; padding: 5px;"> Acknowledges culturally responsive approaches and begins the process of transitioning classroom space with </div>	<p>2 Points</p> <p>Description</p> <div data-bbox="689 955 1035 1021" style="border: 1px solid #ccc; padding: 5px;"> Begins to use the outdoors as a learning environment for a culturally responsive space. </div>	<p>3 Points</p> <p>Description</p> <div data-bbox="1068 955 1414 1021" style="border: 1px solid #ccc; padding: 5px;"> Develops units inclusive of culturally responsive environment as the classroom space. </div>	<p>4 Points</p> <p>Description</p> <div data-bbox="1445 955 1790 1021" style="border: 1px solid #ccc; padding: 5px;"> Shows, demonstrates, and assists other lead teachers transitioning to culturally responsive classroom space. </div>	N/A

Untitled Detail

Generated by: Sara Montgomery 07/15/2025

Rubric Title: Untitled

Mapped standards: -

Mapped outcomes: -

Enable the N/A option for assessment


Rubric Structure

Elements	Emerging	Developing	Proficient	Exemplary	N/A
	5 Points	10 Points	15 Points	20 Points	N/A
Element 1	No description	No description	No description	No description	
	- Points	- Points	- Points	- Points	N/A
Element 2	No description	No description	No description	No description	
	- Points	- Points	- Points	- Points	N/A
Element 3	No description	No description	No description	No description	
	- Points	- Points	- Points	- Points	N/A
Element 4	No description	No description	No description	No description	



CPAST: Assessment tool for student Teaching.

Prep for this begins during the Junior and senior courses. Specifically in Performance Assessment course. Therefore we will be moving some of the SEP's into this course.



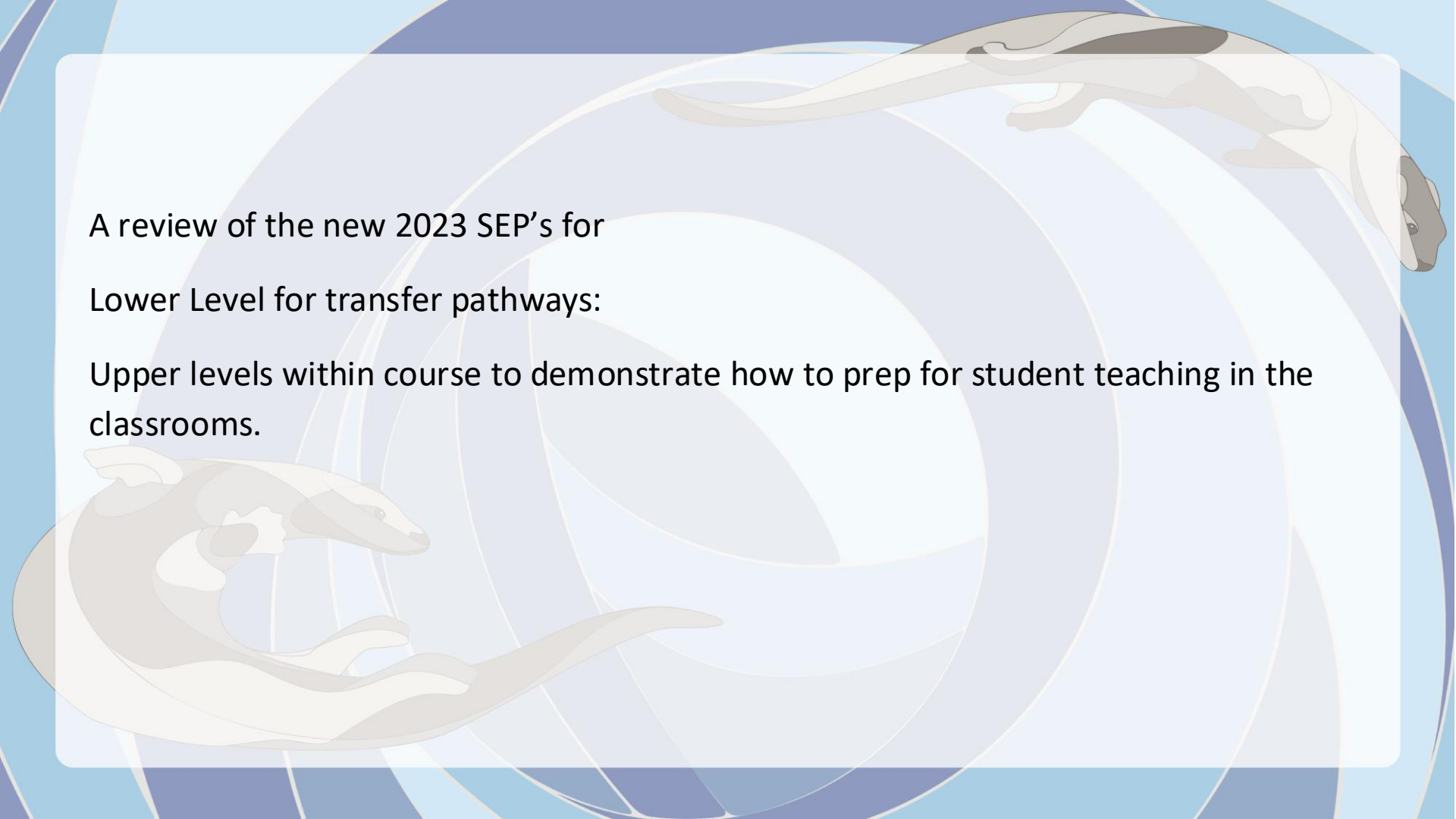
Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Candidate Preservice Assessment of Student Teaching (CPAST)

Rubric and assignments may not be shared without permission

- [Pedagogy](#) Evaluation
- [Dispositions](#) Evaluation
- [Goals](#)

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment		Professional Commitment and Behaviors	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a	N. Participates in Professional Development	
B. Materials and Resources	InTASC 7b	O. Demonstrates Effective Communication with Parents or Legal Guardians	InTASC 10d
C. Assessment of P-12 Learning	InTASC 6b	P. Demonstrates Punctuality	InTASC 9o
D. Differentiated Methods	InTASC 2c	Q. Meets Deadlines and Obligations	InTASC 9o
		R. Preparation	InTASC 3d
Instructional Delivery		Professional Relationships	
E. Learning Target and Directions	InTASC 7c	S. Collaboration	InTASC 10b
F. Critical Thinking	InTASC 5d	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b	Critical Thinking and Reflective Practice	
H. Digital Tools and Resources	CAEP 1.5	U. Responds Positively to Constructive Criticism	InTASC 9n
I. Safe and Respectful Learning Environment	InTASC 3d		
Assessment			
J. Data-Guided Instruction	CAEP 2.3		
K. Feedback to Learners	InTASC 6d		
L. Assessment Techniques	InTASC 7d		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP 1.2		

Rubric and assignments may not be shared without permission



A review of the new 2023 SEP's for

Lower Level for transfer pathways:

Upper levels within course to demonstrate how to prep for student teaching in the classrooms.



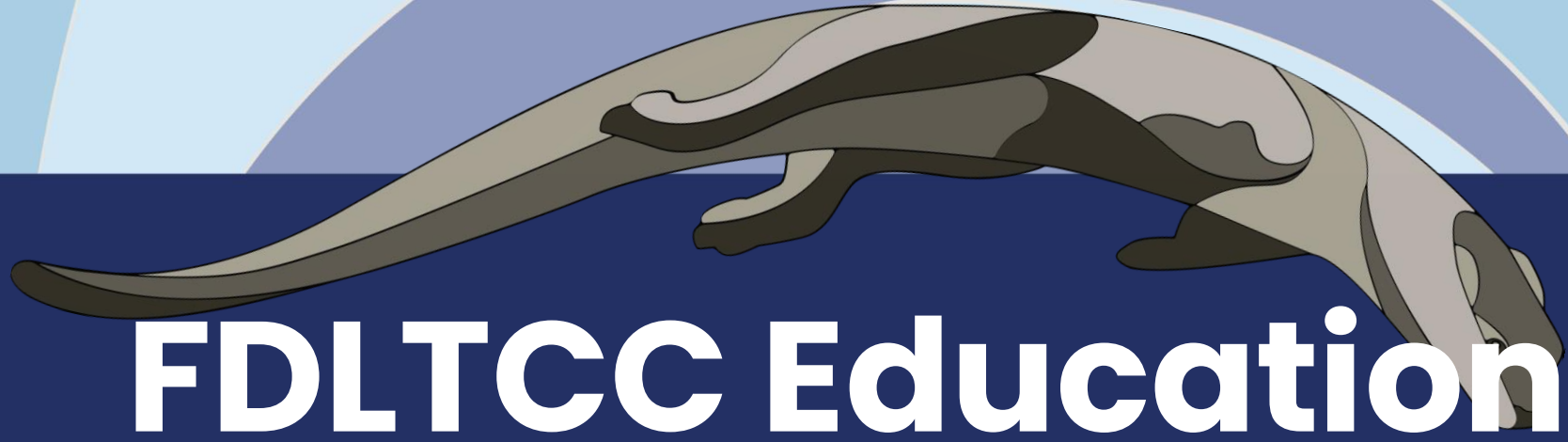
June 18th

5:00 Sunrise breakfast & Good and Kind thoughts

9:00-11:00

Professional Development plans will be handed out during duty days.... Be thinking about some areas you would like to receive professional development.

Complete syllabus and take the test for watermark (which is making sure you know how to review or send information to Tara to make the activity/rubric match and connect the task to assignments within watermark).



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