



Elementary Education Program Handbook

Revised 2026



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Welcome

Dear Future Educators,

Boozhoo and Welcome!

It is with great pride and excitement that I welcome you to the Elementary Education program at Fond du Lac Tribal and Community College. You are now part of a vibrant and growing community of learners, leaders and changemakers who are committed to shaping the future of education in ways that are equitable, inclusive and deeply rooted in the knowledge and traditions of the Anishinaabe people.

Our mission is clear and powerful, and a call to action. As you begin your journey, you will be challenged to think critically, teach compassionately, and lead to cultural humility.

Throughout your time in this program, you will engage with coursework, field experiences, and community partnerships that will prepare you to meet the diverse needs of today's learners. You will also have the opportunity to learn from and with faculty, mentors, and peers who are passionate about education and committed to honoring Indigenous ways of knowing.

As you embark on this path, know that you are not alone. Our faculty and staff are here to support you every step of the way. The Elementary Education program believe in your potential, and we are honored to walk alongside you as you grow into the educator you are meant to be.

Miigwech for choosing to be part of this journey. We are so glad you're here.

Warmest regards,

Sara Montgomery
Dean of Education
Fond du Lac Tribal and Community College.

Conceptual Framework

The conceptual framework defines the mission, values, cultural standards, and professional standards of the FDLTCC Elementary Education program. 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 Elementary Education program 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 diverse ways of knowing and engages and supports candidates from various cultures in demonstrating their knowledge and other tools that they use to navigate their everyday lives.

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

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 curriculum.

FDLTCC Elementary Education program 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 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.

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'o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

Mission

The mission of the FDLTCC 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.



Cultural Standards Woven Together with Dispositions for Professional Outcomes

The Elementary Education program has adopted the cultural standards of the WINHEC accredited American Indian Studies program and adapted them to meet the specific needs of the education program. Dispositions are a key component, emphasizing their alignment with the program's foundational elements, which are inclusive of cultural standards. These dispositions evolve into the Professional outcomes in preparation for their educational opportunities intertwined with the cultural standards. The cultural standards, dispositions, and professional outcomes flow from the program's vision and mission to provide a unique perspective on teaching and learning. The cultural standards and professional outcomes direct the program's thinking, planning, actions, and initiatives.

GIKENDAASOWIN – Knowing Knowledge

To teach content knowledge and 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:* Uses 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 with 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 interaction skills with faculty, 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 that builds and strengthens 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 consider historical pasts to prepare for the future.
- Listens to 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 innovative 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, host teachers, cooperating teachers, students, parents, colleagues, and community.
- Practice, comply, and understand the school site and the college and program policies (e.g., academic honesty), as well as <https://link.fdlccc.edu/MN-Code-of-Ethics-for-Teachers> (see Appendix).
- Adheres to all professional standards, including the use of technologies (e.g., access to authorized websites, social media, and other applications, and use 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

Support teacher candidates as they develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: Data-Informed Practice

Teacher candidates demonstrate the ability to make data-driven decisions as they plan, implement, and evaluate their teaching and the students they serve.

- Use student data to plan and implement instructional strategies and activities to meet all student needs.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- Use 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 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 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

To promote teachers' understanding 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 better understand 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 the ability to adapt and develop new skills.
- Actively participates or fosters a 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 human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.



Standards and Structure of the FDLTCC Education Unit

Standards-Based Teacher Education

Teacher Candidates at Fond du Lac Tribal and Community College work with two sets of standards adopted by the Minnesota Professional Educator Licensing and Standards Board, (PELSB), <https://link.fdlcc.edu/PELSB>.

Standards of Effective Practice

First, candidates of all programs gain and document their competence in the Minnesota Standards of Effective Practice (SEP), <https://link.fdlcc.edu/Standards-of-Effective-Practice> which each teacher education program has adopted as the center of its Conceptual Framework. Each of the ten standards has several indicators that identify competencies candidates need to be effective teachers. Candidates address these standards and indicators through the educational foundations' coursework and through student teaching.

Subject Matter

The second set of standards adopted from PELSB are called Subject Matter, <https://link.fdlcc.edu/Teachers-of-Elementary-Education>. Candidates gain and document their competence in the Subject Matter through methods of courses, content courses and field experience that are a part of each candidate's selected licensure area.

Code of Ethics

Teacher Candidates are expected to be familiar with, and adhere to, the Minnesota Code of Ethics (8710.2100), <https://link.fdlcc.edu/Teacher-Code-of-Ethics>. The Minnesota Code of Ethics will be taught and assessed within each teacher preparation program.

Accreditation

The Professional Educator Licensing and Standards Board (PELSB) was created by the state legislature in 2017, when the legislature combined the work of the Board of Teaching (BOT) and the Minnesota Department of Education's Licensing Division. Licensing teachers, including related services providers, in Minnesota; Establishing and maintaining teacher licensure standards and requirements; Establishing and enforcing the Teacher Code of Ethics; and approving and overseeing teacher preparation providers ("units") and programs to prepare candidates for licensure in Minnesota.

Advisory Committee

The Advisory Committee consists of local licensed educators in the public and tribal K-12 systems, principals, superintendents, graduates of the Licensed program, and faculty. This committee meets two (2) times a year and reviews data from FDLTCC Education program and reviews local school PreK-12 districts' needs for the communities FDLTCC serves.

School Partnership: Designated School Partner

A designated school partner is a school or district that hosts candidates for clinical experiences. Additionally, school or district leaders collaborate with the preparation provider to evaluate data, assess progress toward mutually beneficial goals, and provide input on the content and design of teacher preparation programs.

Selecting a School Partner

A school partner is any school or district that hosts one or more candidates for clinical experiences (field experience, student teaching and/or practicum). There are several things a provider must consider when selecting a school partner. One criterion is that the school partner maintains an agreement with the preparation provider addressing responsibility for teacher candidate.

FDLTCC Elementary Education Program Requirements

Teacher Candidate Advising

Advising Process and Responsibilities for Teacher Candidates

All teacher candidates are assigned as advisors upon admission to FDLTCC.

- The Elementary Facilitator will advise students on the A.S Program.
- The Elementary Education Program Coordinator will advise transfer students.
- Education Majors that have applied and have been accepted into the Bachelor program will be advised by the Inter Faculty Organization (IFO) faculty.
- Teacher Candidates need to meet with their assigned advisors for individual program planning. Faculty advisors are available to meet during their office hours or by appointment.
- Advisors are familiar with program requirements and policies related to completing teacher preparation programs. They can also share campus resources that may be of benefit to the teacher candidate.
- Advisors have access to teacher candidates' individual academic records at FDLTCC, advising and registration of access codes, and NorthStar information. Advisors are a valuable resource when completing a teacher preparation program.
- Remind teacher candidates for available counseling services on campus.

Teacher Candidates' Responsibilities in the Advising Process:

- Work closely with the faculty advisor and complete a Plan of Study. Be responsible for knowing the FDLTCC Course Catalog and this FDLTCC Education Handbook.
- Meet with the Program Coordinator/Advisor at least once a semester.



Admission to the Program

Application to the program (see Appendix)

- Attend the Elementary Education application meeting.
- Access will be given to students at this meeting. The access will be given to you as an on-line link by the Education Facilitator through Watermark.

AI Statements

Syllabi at FDLTCC contains one of three AI Statements (see Appendix). Please reference to the faculty members choice.

Academic Resources

Total Withdrawal from FDLTCC form: See Appendix

Communication and Technology Resources

Center for Academic Achievement

For free help with academic course work and study skills development,
<https://fdltcc.edu/tutoring>.

D2L

D2L Brightspace is the college's online learning platform used to support courses. Instructors use D2L Brightspace to share course materials, post assignments and grades, communicate announcements, and facilitate online activities. Students are expected to regularly access D2L Brightspace to stay informed and engaged in their courses. <https://link.fdlccc.edu/D2L-Brightspace-Login>

Information Technology (IT)

Submit an IT support ticket: <https://link.fdlccc.edu/IT-Helpdesk>.

Library

Access Databases, journal articles, and more. Check with the FDLTCC Librarian for information.

Student Orientation Module

Students are expected to complete the self-guided Student Orientation Module in D2L Brightspace, which provides important information about program requirements, policies, and student responsibilities for Fond du Lac Tribal and Community College. -guided Student Orientation Module in D2L Brightspace, which provides important information about program requirements, policies, and student responsibilities

Students will attend additional orientations throughout the program. Typically hosted in person or on Zoom at the beginning of the semester, to learn about field experiences, licensure requirements, and other education specific responsibilities and policies.

Field Experience, Key Assessments, and Dispositions

Students are expected to practice and participate in classroom experiences at all levels of the program. See appendix

FDLTCC Student Handbook

The student handbook for the college can be accessed at this link: <https://fdltcc.edu/student-handbook/>

These policies and information found in the FDLTCC Student Handbook are followed by the Elementary Education Program:

- North Star
- Educational Uses of Email

Once students are accepted into the Elementary Education Program: The Elementary Education Handbook and protocols are followed with the assistance of the FDLTCC student handbook.

Transfer

Transfer Process

Students can find information on the transfer process at this website: <https://fdltcc.edu/transfer-information>.

Review the Credit for prior learning (if courses meet certain criteria) (see Appendix)

Transfer Pathways

The elementary education department is currently working on creating an elementary education and special education transfer pathway. This section will be updated once the pathway has been approved.

Management Program of Data

Student Learning & Licensure (SL&L) by Watermark

Student Learning & Licensure (SL&L) by Watermark is an online tool used by Teacher Education students and faculty to manage program data. Each student enrolled in a course with SL&L requirements is provided with a subscription to SL&L. Students maintain this subscription for the duration of their time at FDLTCC. Every student enrolled in the Elementary Education program is required to use SL&L for the following:

- Submit Field Experience documentation
- Submit Key Assessments and Dispositions as directed by the course instructor
- SL&L Login Page- <https://link.fdlcc.edu/Watermark-Login>
- For instructions on how to log in, please review the how-to guides D2L Teacher Tool box.

SL&L How-To Guides

SL&L Guides can be found in the Appendix.

Logging in to SL&L

- <https://link.fdlccc.edu/Watermark-Login>
- Account login information will be emailed to you by Watermark as soon as the Office of Teacher Education enters the placement information in SL&L. This email will contain a link that will allow you to log in directly to SL&L.
- **If you do not receive an email from Watermark**, but an account has been created for you, you can still log in using the SL&L link above (sometimes school IT settings block outside emails and require human sender-based responses for the email to be delivered to your inbox).
 - Go to the SL&L login page.
 - Select “Forgot Password,” enter your email address, and select the “Send Link” button. After selecting the “Send Link” button, you should see a confirmation message stating that the link was sent. If you do not see this message, try selecting the “Send Link” button again. You will then receive an email from Watermark to set up your password and access the system.
 - If you do not receive a “Password Reset” email, it may be that an account has not yet been created for you (i.e., we have not received placement information from the candidate). Please contact the Education Facilitator so that she can double-check your account status.
 - If Education Facilitator has already told you that you are in the system and/or active (e.g., you have received an email from Educator Facilitator), please call Watermark on the telephone number below and have them manually reset your password. Unfortunately, the Education Facilitator does not have control over the password reset process.
- Teacher Candidates should submit field hours for mentor teacher approval each day they complete hours. We recommend that mentors log in to the system once a week to approve these hours.
- All hours must be approved/rejected by the end of the semester. Any hours that are still pending at the time grades are submitted will result in the candidate receiving an “I” (incomplete) grade for their field experience course. If the candidate is receiving financial aid, their aid payments may be frozen until their grade is updated.
- Candidates should separate their hours by day. For example, if a candidate enters 20 hours in one day, this should be rejected and the candidate should be asked to re-do their log.



Contact Information for SL&L Assistance

Watermark Customer Service Phone: (800) 311-5656

Follow the menu prompts to be transferred to SL&L for support.

Hours: Monday-Thursday 7am-8pm and Friday 7am-6pm (Central)

FDLTCC Contact

Elementary Education Facilitator

Phone: (218) 879-0701

Room 241

Welcome to Your Field Experience Journey at FDLTCC!

What Is Field Experience?

Field experience is your chance to step into real classrooms and apply what you're learning in your education courses. It's where theory meets practice—and where you begin shaping your identity as a future educator.

All courses that include field experience within the education program take field experience simultaneously with the course. Students will be assigned to K-6 host teachers in their area districts. Our ability to place you with an effective host teacher so that you can learn your profession depends on our strong relationships with local school districts. These districts may also place teacher candidates from other institutions, so it is vital that we communicate with the district's representatives in a timely and organized manner.

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



Why It Matters:

- Hands-on Learning: You'll work directly with K–6 students and experienced teachers.
- Build Confidence: Practice classroom management, lesson planning, and student engagement.
- Culturally Responsive Teaching: Learn to integrate Indigenous knowledge and culturally relevant pedagogy into your teaching.

What You'll Do:

- Participate in field experiences across multiple courses.
- Review 8705.1010 Unit Standards, <https://link.fdlccc.edu/Unit-Standards>
For candidates seeking an initial professional license, the unit must:
 - Provide a minimum of 100 field experience hours prior to student teaching that includes:
 - a) at least 60 field experience hours that are aligned to the scope and content of the licensure field sought.

- b) experience with students who differ in race, ethnicity, home language, and socioeconomic status.
- c) experience with students with a range of exceptionalities, including students on an individualized education plan.
- Reflect on your experiences to grow as a professional.

When Will I Get My Placement?

The Field Experience Coordinator will arrange placements with school and community organizations. *You will receive your field placement only when your EMAE (Liability Insurance and Background Checks have been verified.* Placements begin within the first few weeks of each semester and are coordinated and approved by your instructor for the course.

How to Enter Field Experience Hours

Candidates must complete at least one log entry for each day that hours are completed. The field experience log should reflect the actual number of hours that candidates are completing each day. For example, entering 20 hours in one day is not acceptable and will not be approved.

If you are a teacher candidate who is already in your own classroom, please focus your log entries on the days and times during which you worked with your cooperating/mentor teacher.

As per PELS requirements, hours in SL&L must be approved or rejected by the cooperating/mentor teacher. Except in rare cases, teacher candidates will only have one mentor who will have login access to SL&L. Any additional teachers with whom a teacher candidate completes hours will need to notify the mentor teacher so that the mentor can approve the relevant hours (i.e., those completed in the additional teacher(s) classroom(s)) in SL&L.

ALL log entries must be approved or rejected by the end of the semester. Candidates who still have “pending” hours at the time grades are assigned will receive an incomplete grade for that field experience course AND the pending hours will not count towards the 100 total field experience hours that must be completed prior to student teaching.

What are Key Assessments?

Key assessments are essential components of the licensure process in Minnesota, ensuring that candidates meet the necessary educational and professional standards. These assessments are designed to evaluate the knowledge, skills, and abilities required for teaching, and they play a crucial role in the licensure process. Key assessments are submitted through Watermark.

Key assessments: example: Short version: See Appendix Key Assessment for long version

Course	Standard	Description	Assessment	Cultural Standard	When occurs/Year
AMIN 1020 Foundations of Anishinaabe and American Educational System	SEP: 1.F The teacher understands how culture influences cognitive processes and how these processes can be	Pre- and Post Assessment: TC will be given a pre-assessment about what they know about culturally responsive classrooms. In classroom experience observe/participate with K-6 students in the cultural activity (for instance wild ricing) and then at the end of the course, complete a post assessment about what	Rubric: Rubric of a Self- Assessment Pre & Post Demonstrates what they have learned about cultural activity and culturally	ZAAGI'IDIWIN Loving and caring	Fall Freshman

	stimulated in a cultural frame.	they have learned about the cultural activity and about culturally responsive classrooms.	responsive classrooms.		
EDU 3101 Language Arts Methods II	SEP 4B. The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge. Reading Content 3.B (8),3.F(1), 3.F(2), 3.F(6)	Create and implement a student reading inventory to determine interests and cultural and linguistic backgrounds of one student in the clinical setting. Confer with that student and document conference focused on choice reading, Design and implement a mini lesson focused on selecting good-fit and high-interest texts for students' book bins. Upload this mini lesson to the Seesaw blog. Administer a student reading inventory as well as use data collected from a formalized reading assessment, such as the BAS, to identify independent and instructional-level texts that suit his/her interests, backgrounds, and instructional needs.	Guided Reading Plan Rubric Reading Inventory with interests and cultural and linguistic backgrounds.	ZAAGI'IDIWIN Loving and Caring	Fall Senior
EDU 3122 Math Methods for Elementary Education	3(F) Math Content: HA4a, HA4b, HA4c	Part 1: TC's will build a scale structure wigwam and solve a variety of engineering problems in its construction. TC's will complete a digital or paper poster to demonstrate various solution strategies (concrete to abstract). Part 2:TC's will build a scale structure wigwam and solve a variety of engineering problems in its construction. TC's will journal solutions to problems involving geometric shapes and mathematical relationships between them.	Wigwametry	GIKENDAASO WIN Knowing knowledge	Fall Senior

Disposition Self-Assessment

Aligned to Field Courses and Emphasized Cultural Standard/Disposition

Professional Dispositions

Dispositions are defined as the values, commitments and professional ethics that influence behaviors towards candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator's own professional growth. From research and experience, certain dispositions have emerged that nearly all good teachers have in common. These have to do with values such as professional commitment, communication skills, adaptability, caring, and integrity. The professional dispositions implemented by Fond du Lac Tribal & Community College teacher preparation program were developed in conjunction with the Standards of Effective Practice. Professional Disposition Forms will be completed by cooperating/mentor teachers for field experiences and collected in Student Learning & Licensure (SL&L) by Watermark. Should faculty feel that there is a disposition issue, they are expected to fill out a NorthStar report. Teacher candidates' disposition for the role of professional educator will be assessed throughout the program. This includes attributes such as attendance, dedication, responsibility, reliability, integrity, attitude, communication skills, as well as any other



components listed on the Professional Disposition Form. FDLTCC’s Professional Disposition Form covers four main components:

Dispositions Assessment

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

A copy of the Dispositions Assessment can be found in Appendix of this handbook.

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

Dispositions: Examples

Where Occurs	Disposition	Learning Outcome	Cultural Standard	Semester	Year
EDUC 3200 Children with Exceptionalities SEP: 4 (B)	Equity, Social Justice, and Inclusion	Educational Phil Paper	ZAAGI’IDIWIN – Loving and Caring	Spring	Junior
EDUC 3210 Educational Psychology SEP: 8 (A) Multi-level framework	Ethical Behavior	Multi-level framework	AANGWAAMIZIWIN – Diligence and Caution	Fall	Junior
EDUC 4102 Differential Instruction and Assessment SM: 3.E.2.B.	Data-Informed Practice	Intervention plan with a K-3 student using NWEA STAR data.	DEBWEWIN – Honesty and Integrity	Spring	Junior
EDUC 4510 Student Teaching	Life-Long Learner	All dispositions are assessed in Triad Meeting.	ZHAWENINDIWIN – Compassion	Spring	Senior

Professionalism During Clinical Experiences

Dress and Conduct

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

Transportation

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

Before Your Visit

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

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

Sample Letter:

Dear Host Teacher Name

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

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

Sincerely,

Your Name

During the Field Placement Experience

- Become familiar with the rules and regulations of the school, and policies and procedures of the classroom.
- Develop understanding regarding the organization, administration, and philosophy of the school assigned.
- Give evidence of a willingness to assist the host teacher(s) with clerical and supplemental instructional tasks.
- Welcome feedback from the host teacher(s) and work to implement suggestions for improvement.
- Avoid situations which are outside the responsibility of a field experience student.
- Model appropriate speaking and writing skills.
- Put away cell phones and computers during your field experience.

- Pay particular attention to these specifics:
- Learn the names of the students.
- Be well-groomed and practice good habits of person hygiene.
- Show interest, initiative, and enthusiasm and demonstrate resourcefulness.
- Be friendly, cooperative, and considerate of teachers, students, and total staff.
- Use equipment and materials responsibly and carefully.
- Inform the host teacher concerning goal development during field experience.

Important Reminders

- **Placements:** All placements are arranged by the Field Experience Coordinator. Do not contact schools directly.
- **Professionalism:** Dress appropriately, be punctual, and communicate respectfully.
- **Organization:** Track your hours and reflections using the Watermark Student Learning & Licensure system.
- **Support:** Ask questions—your host teachers and faculty are here to help.
- **Attendance:**
 - **Punctuality is required.** If you must be absent, notify both your host teacher and the Field Experience Coordinator as soon as possible.
 - **Make-up Policy:** If you miss more than one day, you must make up the time at the end of the placement period.
 - **Chronic Absence:** Repeated absences may result in dismissal from the field experience, a failing grade, and could prevent progression in the education program.



Criminal Background Check

Castle Branch Criminal Background Check: You will receive an email from the Education Program Facilitator regarding this information. Teacher Candidates/Student Teacher need to have the background check completed when they begin field experience courses (see Appendix for additional information).

Liability Insurance Coverage

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

The Field Experience Coordinator monitors completion of this requirement. Without this insurance, students will not be assigned a placement.

Students will use this link for EMSP insurance: <https://educationminnesota.org/> and apply online.

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

Teacher Candidate Role

Think of every field experience as a mini-interview. Show initiative, be open to feedback, and take ownership of your learning. This is your time to explore, grow, and prepare for your future classroom. Field Experiences occur in several courses within our program, beginning at the freshmen level. In this handbook, you will find helpful information so that your experience is valued and successful. Field experiences are a vital part of any education program and are central to the success of the elementary education program. The process of learning to teach requires opportunities to engage in ongoing authentic experiences.

Field Experience Courses

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

Field Experiences Scope and Content

Field Experiences Scope and Content (see Appendix).

Suggestions for Participation

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

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

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

Teach, One Observe

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

One Teach, One Assist

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

Station Teaching

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

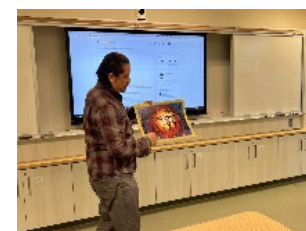


Parallel Teaching

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

Supplemental Teaching

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



Alternative (Differentiated) Teaching

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

Team Teaching

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

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



If Problems Arise

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

Wrapping Up Your Field Experience

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

Role of Faculty Instructor

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

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



FDLTCC Checklist for Field Experiences

When you receive your placement:

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

First visit to the school/classroom:

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

Throughout the placement:

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

Completion of your placement:

- _____ Use the Water mark Student Learning & Licensure link found in your course to complete the field experience log. Include the hours, experience completed, placement location, grade, and other pertinent information.



Admission to the Bachelor's Program, Progression, Retention and Concerns

Elementary Education Program Requirements Application (4 transition points)

Program Transition points

Transition point 1: Admission to the Elementary Education program (upper-level courses)

For students to apply to the Elementary Education Program, they must attend a meeting with the Elementary Education Facilitator who will explain the application process and grant access to the application in Watermark. Students must choose Elementary Education as a major prior to applying to the program.

For admission into the program, the application requires students to submit a completed Elementary Education Application in Watermark which includes:

- Write Student Admission Essay
- Complete background check/fingerprinting.
- Candidates must meet the minimum of 2.50 GPA requirements for review; 60 college level credits recently completed at FDLTCC or an A.A. or bachelor's degree with approval from Program Advisor or Dean of Education.
- Have a 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 2302
- Demonstrate 20 hours of K-6 experience working with a student or students.
- Complete the Common Metrics Entrance Survey (before Program Application)
- Once the application has been completed and accepted, students will attend the Elementary Education Induction Ceremony.

Transition point 2: Acceptance into Student Teaching EDUC 4510

Requirements while in the Bachelor of Science program: (years 3 & 4, junior and senior years).

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

Transition point 3: Exit Student Teaching

Key and signature assessments used

- Faculty supervisor evaluation
- Cooperating teacher evaluation
- Disposition evaluation
- Completion of the CFAST
- Final Grade
- Common Metrics Exit Survey

Transition point 4: Completion of all Program Requirements/Recommendation for licensure

- Cumulative GPA 2.75
- Degree audit
- Recommendation for licensure from PELSB unit Certification Officer
- One year post licensure unit will send out NEXT survey to graduate and current supervisor.

Academic Progression

The FDLTCC Elementary Education program has high expectations for our teacher candidates. We also expect students to maintain a grade of “B” or better in all Education courses (EDUC) required for the B.S. degree in Elementary Education.

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

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

Pass/Fail (P/F) EDUC 4510 Student Teaching Course

Except for student teaching, *all* courses are on a grade-only basis, even if the course is taken as an independent study.

Incomplete Grades

The grade incomplete (“I”) may be petitioned by the student and will be granted at the discretion of the course faculty. The petition is for special cases only. The reasons are beyond the student’s control, and all course assignments were not finished although the student is 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, the faculty will work to support the student and get back on track to achieve the student's goals. If needed, the faculty instructor can trigger an alert with any performance issues. The Elementary Education facilitator, Coordinator, or education IFO advisor will meet with the student to address the areas of concern.



An Academic Success Plan will be developed by the student and the Elementary Education Program Coordinator or your education IFO advisor with specific goals that need to be addressed and a timeline for completion. You may be placed on an Education Student Assistance Plan (ESAP) to get you back on track (see Appendix).

Grade Appeals and Student Grievances

Please see the FDLTCC Student Handbook for policies and procedures related to grade appeals and student grievances. While the program has adopted these policies and procedures, the Elementary Education program has developed an appeals process for our candidates to comply with *Minnesota Statutes, section 122A.09, subdivision 4, paragraph C*. License and rules. (c) The PELSB 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 Elementary Education Program 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.

If you have concerns or issues within the teacher education program –except for grades, first discuss it with your instructor first. If your concerns remain unresolved, then request to meet with the advisor, and then the Elementary Education Coordinator or faculty advisor to discuss resolution of your concern.

Teacher education candidates should utilize the following procedures to appeal to 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 the faculty member of the course, then your advisor.
- If your concerns are still unresolved, then prepare your concerns with the Academic Petition form. You must contact your advisor to get the forms. Complete the form/s 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.

Select an option on how to submit:

1. Submit your application and scanned documentation electronically by emailing the Dean of Education. 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.

The Dean will review the concerns with the Elementary Education Committee. The Dean 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 only one time.

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

*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.

Retention

In addition to the cumulative grade point average requirement, teacher candidates who receive a grade lower than a C- in any course in the licensure program must re-take the course until they earn a C or above in the course, with a minimum of a B for Educational Courses (EDUC). No teacher candidate may student teach if they have an "IP" (In progress grade), I, NC, D, or F in the semester prior to student teaching.

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 comments.
- If a student retakes an EDUC course a second time and does not earn a "B" or better, then the TEACHER CANDIDATE is dismissed from the program.
- Two failing grades in the Education Program would be a cause for dismissal from the program.
- Breach of ethical responsibilities, as stated in the Minnesota Code of Ethics for Teachers (see Appendix) and as stated in the FDLTCC Student Code of Conduct.
- The Dean and education team may review circumstances and make decisions for dismissed students to possibly return to the program with a petition and specific information for the circumstance, after one year of absence from the program.

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.

Transfer and Advising Information for Dismissed Students

Students who are dismissed from the Elementary Education Program will be notified in writing and referred to an academic advisor for guidance. An advisor will provide information about options for transferring to a program offering a Bachelor of Education degree of non-licensure for a pathway to graduate. Students are encouraged to meet with an advisor as soon as possible to review transfer pathways, program requirements, and next steps. After meeting with an advisor, it is recommended to meet with the Dean of Education.

FDLTCC Elementary Education Student Teaching

Welcome to Student Teaching!

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

Objectives

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

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

Application to Student Teaching

As you move through your program, you have completed transition point 1.

- Transition Point 1 occurred when you applied and were admitted (induction) and completed the Entry Metrix survey into the Elementary Education program (see Appendix for Transition Points).
- Transition Point 2 is Acceptance to Student Teaching via a checklist. For this transition point, students must complete the following before being placed for the 14-week student teaching experience:
 - Acceptance to Student Teaching
 - Completed student teaching application (spring semester of the senior year)
 - Background check/finger printing
 - Completion of all course requirements
 - Key and signature assessments completed and passed.
 - GPA of 3.0 for all EDUC prefixed courses.
 - Completion of 100 hours of field experience that includes:
 - Experience across a range of K-6 student development, interaction with parents/caregivers, experience with Indigenous students in various educational settings, experience with socioeconomic disadvantaged students; experience with ELL, experience with students with disabilities.

The Student Teaching application form is found in the Appendix.

Roles and Responsibility of the Student Teacher

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

During the initial week(s) of the experience, the student teacher should:

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

A complete 14-week suggested schedule will be provided in the student teaching seminar course EDUC 4510.

Professional Responsibilities of the Student Teacher

The student teacher should:

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

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

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

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

Host Teachers and Cooperating Teachers will receive CEU/clock hours for being a host teacher for more than 15 hours will receive 15 hours per semester; and Cooperating Teachers will receive 24 hours per semester.

Roles for the Education Program and the School Site

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

Field Experience Facilitator

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

School-based Liaisons

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

Host and Cooperating Teachers

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

Faculty Supervisors

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

Included as part of the MOA will be the college's responsibilities and the site's responsibilities.

FDLTCC Elementary Education program will

1. Place qualified students enrolled in its Elementary Education program for participation in student teaching or field experience at the school site.
2. Be responsible for planning, directing, and evaluating the students' learning experiences.
3. Inform its faculty and students of the policies and regulations which relate to the learning experience program at the school site.
4. Inform its faculty and the students who are participating in the learning experience program that they are encouraged to carry their own health insurance.
5. Require all students to have completed a background study in accordance with Minnesota Statute 123B.03 as a pre-condition to participate in the clinical experience.
 - a. Not assign a student to the school site if his/her background study documents demonstrate ineligibility to have direct contact with students under applicable law or regulations.
 - b. We shall provide documentation regarding the completion or results of the background study pursuant to the written consent of the candidate.

The School or District

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

To provide our teacher candidates with the best experiences possible, all host teachers (for field experiences) and cooperating teachers (for student teaching) will complete an application that includes information of the degree and program completed, valid Minnesota license in the area in which they are teaching, and verification of least three years teaching experience (see Host/Cooperating Teacher Application in Appendix). Host and cooperating teachers, fieldwork and student teaching, will be recommended by their building principal in consultation with the

Program Facilitator, who also serves as the Field Experience Coordinator. In consulting with the principal, the following components of effective teaching will be shared and used as a guide for recommending host and cooperating teachers:

Evidence of effective teaching will include

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

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

Candidate Preservice Assessment of Student Teaching (CPAST)

CPAST is a formative and summative assessment during the student teaching practicum. The CPAST supports growth and engagement across both pedagogy and dispositions. Assessments are completed by both candidates and Cooperating Teachers; University Supervisors lead CPAST completion and discussion of growth during Student Teaching.

The 21-row rubric has two subscales with detailed descriptors of observable, measurable behaviors, to guide scoring decisions: Pedagogy and Dispositions. The structure typically includes a rubric with multiple rows, each representing a specific aspect of teaching, and a set of rating levels.

Example of a CPAST rubric

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
H. Digital Tools and Resources	Discusses AND uses a <i>variety of developmentally</i> appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i>	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	Discusses <i>developmentally appropriate technologies (digital tools and resources)</i> relevant to learning objectives/ targets of the lesson AND Technology is not available	One of the following: A. <i>Does not use technologies (digital tools and resources)</i> to engage learners AND Technology is available in the setting OR B. Use of technologies is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. <i>Does not discuss technologies</i> AND Technology is not available in the setting	—

Program Completion

Students who successfully complete the 14-week student teaching experience will be awarded a passing grade for program and degree completion. It will be processed by the registrar as soon as possible.

Common Metrix

After successfully completing student teaching, TEACHER CANDIDATE will be sent the Common Metrics Exit Survey by the Dean of Education to finish.

Applying to Teaching License

The university supervisor will check to make sure that the Common Metrics Survey is complete, then will provide a tutorial on how to fill out the PELSB “Tier 3 Initial Elementary Education” license. Then, the university supervisor will sign off for the program. The TEACHER CANDIDATE then submits the completed license application.



Appendices



Appendix – Application to FDLTCC Elementary Education Program

Application to FDLTCC Elementary Education Program

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

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

PREVIEW TEMPLATE
Application to Elementary Education Bachelor's Program

This is a preview of the components added to this application template, similar to what a student will interact with.

First Name *

Last Name *

Institution Email *

Fond du Lac Tribal & Community College Application to Bachelor's in Science Degree in Elementary Education Program

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. 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. 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 your major after acceptance into the program. Applications are reviewed after the "Priority Deadlines" listed above and then approximately every 2 weeks after. Students will be notified by email of their acceptance status. Note: Students who have applied but not accepted must submit a new application to be considered in future admission cycles. All students seeking admission into the FDLTCC Elementary Education Program must complete this application form and attach all required information. You must be admitted to FDLTCC prior to completing this application.

Have you been accepted to FDLTCC?*

Yes

No

Date *

Phone Number *

Address *

FDLTCC Tech ID Number *



Which semester do you plan to start taking EDUC courses? *

Completion of Core Curriculum Requirements A.S Anishinaabe and American Elementary Education

I understand the Elementary Education program recommends completion of all (or at least most) A.S Anishinaabe and American Elementary Education Program Requirements. *

- Yes
- No

Cumulative GPA 2.50

Students must earn a C- or above in all major coursework. Additionally, students must maintain a 2.50 cumulative GPA to remain in the program. Please upload your DARS/UACHIEVE report here *

 0 of 5 Files

[File Requirements](#)

Do you have a GPA in the following Courses?*

- ENGL 1102
- Math 1050
- AMIN/EDU 2302 (previously 2301)

Recommendation letter (must describe how you demonstrate FDLTCC Dispositions/ Cultural Standards)

Teacher Candidates, Please send this pdf recommendation rubric to your reference as a guide to structure their reference letter. Please upload your reference letter here. The reference letter must include the following FDLTCC Dispositions: GIKENDAASOWIN - Knowing Knowledge; GWAYAKWAADIZWIN - Living a Balanced Way; ZOONGIDEEWIN - Strong Hearted; AANGWAAMIZWIN - Diligence and Caution; DEBWEWIN - Honesty and Integrity; ZAAGI IDIWIN - Loving and Caring; ZHAWENINDIWIN - Compassion

Recommendation letter rubric

Please upload your recommendation letter here *

 0 of 1 Files

[File Requirements](#)

Please upload your admission essay or your Education Philosophy Paper

If you have earned a B- or above in a college-level writing course, you are exempt from the writing prompts. If not, please upload your admission essay that addresses all four writing prompts listed: Teamwork, Time Management, Leadership Conflict Resolution. If you have completed an education philosophy paper, you can submit this as your admission essay.

Completion of College-Level Writing Course: I have earned a B- or higher in a college-level writing course. *

- Yes
- No

Education Philosophy Paper or Writing Admission Essay *

 0 of 5 Files

[File Requirements](#)

Have you completed your 20 hours of Clinical field experience hours*

- Yes
- No

Background Check and Liability Insurance

[Liability Insurance- Aspiring Educators](#)

[Castle Branch Background](#)

Please upload your most recent BackGround Check (This needs to be current, not the initial background check) and Liability Insurance Here *

 0 of 2 Files

[File Requirements](#)

Have you completed the Common Metrics Survey (via Dean of Education Email) *

- Yes
- No

Acknowledgement statement*

All information uploaded is correct to the best of my knowledge.

Appendix – AI Statements

AI Statements

Syllabi at FDLTCC contains one of three AI Statements.

Use of Generative AI

Option 1:

- No Use of Generative A.I. Allowed
- Generative AI policies may differ from one course to another. In this course, the use of generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) is prohibited for all assignments, exams, and projects in this course. All submitted work must be your own. Using generative AI at any stage of your work constitutes a violation of FDLTCC's academic honesty policy.

Option 2:

- Some Use of Generative A.I. Allowed
- Generative AI policies may differ from one course to another. In this course, the use of generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) may be permitted in certain situations. Your instructor will specify when and under what conditions their use is allowed. If you use these tools, you may be required to explain how they informed your work, and all use must include proper attribution/citations.

Option 3:

- Open Use of Generative A.I. Allowed
- Generative AI policies may differ from one course to another. In this course, you are welcome to use generative AI tools (ChatGPT, Copilot, Gemini, DALL-E, etc.) to complete your work. You may be asked to explain how these tools contributed to your work, and all use must include proper attribution/citations.

Appendix – Credit for Prior Learning



Credit for Prior Learning (CPL)

Internal Assessment

Revised 2/2023

Students may request to have prior learning evaluated through portfolio review, test out, waiver exams, skills demonstrations, oral interview, written research papers, project evaluation or a hybrid of multiple assessment types by Fond du Lac Tribal and Community College faculty. Students must be enrolled at FDLTCC to be eligible and are unable to receive this assessment if they have previously taken the course or are currently registered for it. Students are not eligible for financial aid for credits obtained through this process.

Students will meet with the instructor of the course to discuss feasibility of completing the requirements of the assessment. If the instructor agrees to the assessment, the student will complete the Credit for Prior Learning form and pay the Business Office the CPL assessment fee of \$100.00 per credit. The assessment fee is non-refundable and does not guarantee awarded credit. The student will bring the form along with the paid receipt to the instructor who will then perform the assessment and issue a grade of Pass (P) or No Credit (NC). The instructor then submits the form to the Registrar for course set up, registration and grading. The instructor will keep a separate record specifying how course outcomes were met by the assessment.

Student Information

Last Name _____ First Name _____ Student/Star ID _____

Email _____ Phone Number _____

Student Signature _____ Date _____

Course Information (Completed by Instructor)

Course (ex. ENGL1101) _____ Course Title _____

Credits _____ Assessment Instructor _____

Assessment Used: Portfolio Review _____ Test Out _____ Waiver Exams _____ Skills Demonstration _____
Oral Interview _____ Written Research Paper _____ Project Evaluation _____ Hybrid (multiple assessments) _____

Instructor Signature _____ Date _____

Vice President of Academic Affairs or Dean Approval

Signature _____ Date _____

Assessment Fee (Completed by Business Office) Attach Receipt

Number of Credits _____ Amount Paid _____ Initials _____ Date _____

Assessment Outcome (Completed by Instructor)

Assessment Results Pass _____ No Credit _____ Date _____

Record Creation (Completed by Registrar)

Semester _____ Course ID _____ Student Registered _____ Grade Entered _____

Registrar Signature _____ Date _____

An affirmative action, equal opportunity employer and educator. This document is available in alternative formats to individuals with disabilities. Consumers with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

Appendix – Total Withdrawal Form



Total Withdrawal From College

Please submit completed form to the Records Office

Date _____ Semester/Year _____

Name _____ Student ID Number _____

Address _____ City _____ State _____ Zip _____

Cell _____ Email _____

Reason for Withdraw: Check all that apply

- Daycare Issues
- Financial – Not Enough Financial Aid
- Health Issues
- Job Demands / Need to Work
- Not Prepared for College
- Personal Issues
- Transportation Issues
- Other _____

Do you expect to re-enroll at FDLTCC? (check one) Yes No

If yes, which term? _____

What could FDLTCC have done to support you this term? Please explain. _____

Student Signature _____ Date _____

Advisor Name _____ Date _____

Records Office Signature _____ Date _____

Copies to: Student, Financial Aid, Business Office

February, 2022

Appendix – SL&L Guide for Students



SL&L How-To Guides for Students

Logging in to SL&L

- [SL&L Login Page](#)
- Your SL&L login ID is your FDLTCC email address (firstname.lastname@s.fdlcc.edu).
- If you are not sure what your FDLTCC email address is and would like to look it up, please check your directory information with [E-Services](#).
- If you have never logged in to SL&L before or have forgotten your SL&L password, please click on “Forgot Password” once you have opened the SL&L login page and entered your login/FDLTCC email address. Remember, your SL&L password is not, and should not be, the same as your FDLTCC email password.
- After selecting the “Send Link” button, you should see a confirmation message stating that the link was sent. If you do not see this message, try selecting the “Send Link” button again.

Field Experience Hours

- Candidates must complete one log entry for *each day* that hours are completed. The field experience log should reflect the actual number of hours that candidates are completing each day. For example, entering 20 hours in one day is not acceptable and will not be approved.
- Hours in SL&L will be approved or rejected by the mentor teacher. Except in rare cases, you will only have *one* mentor who will have login access to SL&L. Any additional teachers with whom you complete hours will need to notify the mentor teacher so that the mentor can approve the relevant hours (i.e., those completed in the additional teacher(s) classroom(s)) in SL&L.
- ALL log entries must be approved or rejected by the end of the semester. Candidates who still have “pending” hours at the time grades are assigned will receive an “incomplete” grade for that field experience course AND the pending hours will not count towards the 100 total field experience hours that must be completed prior to student teaching.

Creating Log Entries in SL&L

To make filling out this form easier, when completing each log entry in SL&L, please include the following in the log's "Description" section:

- What grade(s) you worked with (e.g., 4th and 5th, etc.).
- A detailed description of the activities that you performed.
- *If you accidentally enter hours incorrectly* (e.g., in the wrong class, forget to add information, put in incorrect information, etc.) **AND YOUR MENTOR HAS ALREADY APPROVED THE ENTRIES**, these cannot be edited – only rejected. Please note that having "rejected" hours on your record does not hurt you in any way.
 - To rectify any errors in approved log entries, you will need to:
 - Ask your mentor to reject all the incorrect entries/hours (candidates cannot see this option in the log, but mentors can).
 - Recreate each of the entries/hours. In exceptional cases only, if you have many entries that need to be recreated, please email the SL&L administrator (see the end of this page for contact information) and request that the administrator send you an Excel file with the text from all your log entries. You can use this file as a reference when recreating log entries. NOTE: The SL&L administrator has no editing or other control over log entries and cannot just move them from one class to another.
 - **Do not forget** to have your mentor re-approve your entries/hours.
 - If your mentor has *not* approved the hours, simply go in and edit (pencil icon in the ACTION column of the LOG tab/dashboard) the information in your log entry.

Contact Information for SL&L Assistance

******Please review the how-to and video guides above prior to reaching out for additional support.******

Watermark Customer Service

- *Phone: (800) 311-5656*
- Follow the menu prompts to be transferred to SL&L support.
- Hours: Monday-Thursday 7am-8pm and Friday 7am-6pm (Central)

Contact information for SL&L Assistance for FDLTCC

- Tara Graves, Education Facilitator
tgraves@fdltcc.edu

218.879.0701

Room 241

Appendix – SL&L Guide for Cooperating/Mentor Teachers



SL&L How-To Guides for Cooperating/Mentor Teachers

Logging in to SL&L

- [SL&L Login Page](#)
- Account login information will be emailed to you by Watermark as soon as the Office of Teacher Education enters the placement information in SL&L. This email will contain a link that will allow you to log in directly to SL&L.
- If you do not receive an email from Watermark, but an account has been created for you, you can still log in using the SL&L link above (sometimes school IT settings block outside emails and require human sender-based responses for the email to be delivered to your inbox).
 - Go to the SL&L login page.
 - Select “Forgot Password,” enter your email address, and select the “Send Link” button. After selecting the “Send Link” button, you should see a confirmation message stating that the link was sent. If you do not see this message, try selecting the “Send Link” button again. You will then receive an email from Watermark to set up your password and access the system.
 - If you do not receive a “Password Reset” email, it may be that an account has not yet been created for you (i.e., we have not received placement information from the candidate). Please contact Tara Graves so that she can double-check your account status: tgraves@fdltcc.edu
 - If Tara has already told you that you are in the system and/or active (e.g., you have gotten an email from Tara), please call Watermark at the telephone number below and have them manually reset your password. Unfortunately, Tara does not have control over the password reset process.
- For step-by-step information on how to log in, please watch the short video guide:

Approving Field Hours (Mentors)

- Candidates should be submitting field hours for mentor teacher approval each day they complete hours. We recommend that mentors log in to the system once a week to approve these hours.
- All hours must be approved/rejected by the end of the semester. Any hours that are still pending at the time grades are submitted will result in the candidate receiving an "I" (incomplete) grade for their field experience course. If the candidate is receiving financial aid, their aid payments may be frozen until their grade is updated.
- Candidates should separate their hours by day. For example, if a candidate enters 20 hours in one day, this should be rejected and the candidate should be asked to re-do their log.

Contact Information for SL&L Assistance

Watermark Customer Service

Phone: (800) 311-5656

Follow the menu prompts to be transferred to SL&L support.

Hours: Monday-Thursday 7am-8pm and Friday 7am-6pm (Central)

FDLTCC Contact:

Tara Graves,

Elementary Education Facilitator

tgraves@fdltcc.edu

218.879.0701

Room 241

Appendix – SL&L Guide for Faculty and Supervisor



SL&L How-To Guides for Faculty & Supervisors

Logging in to SL&L

- [SL&L Login Page](#)
- Account login information will be emailed to you by Watermark as soon as the Office of Teacher Education creates your account in SL&L. This email will contain a link that will allow you to log in directly to SL&L.
- **If you do not receive an email from Watermark, but an account has been created for you, you can still log in using the SL&L link above.**
 - Go to the SL&L login page.
 - Select “Forgot Password,” enter your email address, and select the “Send Link” button. After selecting the “Send Link” button, you should see a confirmation message stating that the link was sent. If you do not see this message, try selecting the “Send Link” button again. You will then receive an email from Watermark to set up your password and access the system.
 - If you do not get the Watermark “Password Reset” email after a couple of attempts and Kim has already notified you that your account has been created, please call Watermark at the telephone number below and have them manually reset your password. Unfortunately, FDLTCC does not have control over the password reset process.

Field Experience Hours

- At the end of each semester, please review the field experience logs associated with your course(s) to ensure that the total number of required hours were completed and approved for each candidate before you release grades. If a candidate's hours are incomplete or are still pending approval by their mentor, the candidate should receive an incomplete (I) grade and be contacted immediately to rectify their log. *Please note that the presence of an incomplete grade in a candidate's record for an extended period of time can have dire consequences for their financial aid status, among other things.*

Frequently Asked Questions (FAQ):

1.
 1. **Who may approve hours?** Only the mentor teacher may approve or reject teacher candidates' hours. If these are accidentally approved by a FDLTCC faculty member, the hours in question will have to be rejected, re-entered by the candidate, and approved by the mentor.
 2. **How to help mentors or candidates "fix" incorrect mentor-approved log entries?** Once log entries have been approved, they are effectively locked down and cannot be modified (only deleted). The only way to resolve this situation is to have: (1) the mentor reject the hours (the candidate cannot see the "reject" option, but the mentor can), (2) the candidate recreate the log entry (or entries), and (3) the mentor must re-approve the now-correct hour(s).

3. **Why don't all of the candidates in my field experience class appear in my STUDENT LOGS list?** If candidates appear elsewhere in SL&L but are not listed in your STUDENT LOGS (tab) for a field experience course, it is because the candidate has not created *any* field log entries. As soon as a candidate creates a log entry, the candidate's name will appear in the STUDENT LOGS list.

Contact Information for SL&L Assistance

Watermark Customer Service

Phone: (800) 311-5656

Follow the menu prompts to be transferred to SL&L support.

Hours: Monday-Thursday 7am-8pm and Friday 7am-6pm (Central)

FDLTCC Contact:

Tara Graves,

Elementary Education Facilitator

tgraves@fdltcc.edu

218.879.0701

Room 241

Appendix – Field Experience Chart

Field Experience Chart

Term	Course	Course Name	Grade Level	F.E Description/type	Hours
Fall Freshmen	AMIN 1020	Found Anish/Amer Educ Systems	K-6	Attend a School Board Meeting; Provide service in a culture responsive Prek-6 Classroom to promote healthy caring relationships, diversity and respect for all within the environment of the school and community. *Background Checks/Liability Insurance.	10
Spring Freshmen	MATH 1050	El Ed Math for Teachers	Gr 3-6	Interview student in 3-6 classroom; The TCs will observe 5 math lessons, interact with students individually or in small groups as directed by the host teacher and ask a series of questions of the host teacher as part of their observation time.	5
Spring Freshmen	CDEV/ EDUC 1210	Growth and Development	K-3	Observations 1 hour per week, per class topic, The students may be engaged with students one-on-one or with a small group depending on the week they are in the classroom	5
Freshman Year Total Hours					20
Fall Sophomore	HLTH 2100	Community Health and Wellness for Educators	K-3	2 hours: Observe Host Teacher; Observation hours 3-8: Social/Emotional Learning Observations-working in the classroom under the supervision of your host teacher in a whole class or small group setting please document 5-7 specific examples of Social/Emotional interactions that you notice. Include context, behaviors observed, and competency demonstrated, Analyze patterns or insights about SEL implementation, Maintain confidentiality (use pseudonyms). Social/Emotional Interactions: Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making. Background checks and Liability Insurance required.	10
Spring Sophomore	AMIN/EDUC 2302	Culturally Responsive Leadership	K-6	Teacher Candidates engage in cultural activities and community-based research to deepen their understanding of Anishinaabe practices and culturally responsive teaching. These hours can take place in or outside of the classroom.	5
Sophomore Year Total Hours					15
Fall Junior	EDUC 3102	Literacy Strategies for K-6 Teachers	K-6	Prepare and present language arts lesson with special emphasis on reading Native American-authored books to children and promoting listening skills and strategies (before, during and after reading). Students will interact with a group of 5 hours of fieldwork with elementary children. Using the children's reading strategies studied, students will choose an Indigenous picture book to read to the children. Students will use 'Before, during and after' reading theory and literacy strategies. Afterwards, students will reflect on how children listened, interacted, and responded to the picture book. Background checks and Liability Insurance required.	5

Term	Course	Course Name	Grade Level	F.E Description/type	Hours
	EDUC 3121	Science Methods	K-6	Create and submit lesson plans and possibly full units. Engage in fieldwork: observing, assisting, teaching science lessons under supervision. Laboratory Safety Lesson Plan: Lesson plan on lab safety that is aligned to state and local standards, age and culturally appropriate, environmental appropriate. Interview your field experience teacher.	8
	EDUC 4100	Classroom Management	K-6	1 hour/week. Explicit behavior lesson plan; Small group activities which include problem solving, thinking process, divergent and convergent thinking, stimulate curiosity. BrainBreaks. -develop and teach a lesson plan with the purpose of teaching a specific behavior or skill (ignoring skills, proper bus behavior, restorative conversations, etc.) that is age appropriate to the class in the field experience. The lesson must also address how participation supports commitment, shows processes for student motivation, and support independent as well as group work. Observe and journal about classroom management in field placement	10
	EDUC 4101	Curriculum & Instruction	K-6	Observation, Interview teacher, Principal or Curriculum specialist, Implement Lesson Plans; Six Level Unit Plan using the Lesson Plan Template-Interview a classroom teacher and an administrator (principal or curriculum director) in an elementary school—in urban, suburban, charter, tribal or parochial school. Choose one school district but interview both an administrator and teacher in that district. Classroom Field Experience Reflections: (200 Total Points) Due each week. Students will complete a weekly two hour field experience in a 4-6 grade classroom of their choice. Tasks to accomplish while in your field experience Participate in a PLC Complete a Multiple Intelligence Inventory on the class Motivational Instructional Strategies Lesson Individual and Group Lesson Observe how teachers maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.	20
				Fall Junior Year Total Hours	43
Term	Course	Course Name	Grade Level	F.E Description/type	Hours
Spring Junior	EDUC 3100	Lang. Art Methods I	K-3	BackGround and Insurance; observing language arts in an elementary classroom to understand the many facets of literacy education. Completing a variety of literacy assessments to gauge students understanding of phonological awareness, phonics, fluency, and other literacy skills. Teaching multiple lessons focused on language arts skills and strategies. Integrating culture into language arts to help students see reading as a way to learn more about themselves and the world around them.	15

Term	Course	Course Name	Grade Level	F.E Description/type	Hours
	EDUC 3120	Social Studies Methods	K-6	Observation; Implement Lesson plans. Children's Native American Literature review and presentation. Interview cooperating teacher; Micro Teaching lesson (Groups choose either: Civics, History, Economics, Sociology/Anthropology, or Current events.); Students will keep a reflection journal of the Essential Questions, classroom prompts & reflections, and also the academic, behavioral, classroom management, principles and practices that promote community involvement, and culturally responsive teaching methods they observe with participating classroom teacher.	10
	EDUC 3125	PE Methods	K-6	Students will complete 8 (1-hour) sessions in culturally responsive classrooms to promote healthy, caring relationships, respect for diversity, and community engagement, focusing on physical education. Students will respond by writing a paper about the experience in the classroom including Lacrosse-Baaga'adowewin out of class experience when available	8
	EDUC 3200	Children with Exceptionalities	K-6	Complete a minimum of 15 hours field experience. Observation of children and host teacher. Apply assessment tools and gather data about child/children. Development and delivery of 2 lessons. Interview host teacher/school staff about processes and procedures related to children with exceptionalities. Keep attendance record of field experience.	15
	EDUC 4102	Differentiated Instruction & Assessment	K-6	Observations, Application of Assessment Tools; Assignments: Student journal reflections every 2 hours of field work, observing host teacher teaching social studies; multiple assessments paired with EDU 3100 course (Case Study)Week 7 Letter for parents (about home literacy activities to develop teachers who teach the whole child by including the Anishinaabe community). Week 10 Write, teach and reflect on a lesson plan #1; Week 11 digital "Book Bag" list for focus student Week 11 Field Experience: LETRS Phonics and Word-Reading Survey; Week 12 Write, teach and reflect on a lesson plan #2; Week 13 Field Experience: Complete a running record with the student you have been assessing. Week 14 PAST assessment; LETRS Phonics & Word-Recognition Assessment; running record. Week 15 – video recording of your lesson plan #3	10
				Spring Junior Year Total Hours	58
Fall Senior	EDUC 3101	Lang. Arts Methods II	Gr. 4-6	Select one student to tutor in the clinical setting. The candidate will administer a student reading inventory as well as use data collected from a formalized reading assessment, (likely given by the classroom teacher) to identify independent and instructional-level texts that suit the student's interests, background, and instructional needs. Develop a tutoring plan. The tutoring may focus on phonics, word identification, spelling strategies, fluency or writing activities, based on your assessment of what the student needs. Document your observations use	15



Term	Course	Course Name	Grade Level	F.E Description/type	Hours
				the data collected to plan instruction as well as interventions, enrichment activities, and progress monitoring assessments during your clinical hours.	
Fall Senior	EDUC 3110	Creative Arts Integration	Gr. K-6	Teacher candidates will teach an arts-integrated lesson in an elementary classroom and participate in community-based or other artistic events, such as performances, exhibits, or workshops, to deepen their understanding of arts education.	5
Fall Senior	EDUC 3122	Math Methods	Gr. 4-6	Document your observation hours and activities in Watermark. <ul style="list-style-type: none"> •Behave in a professional manner, under the direction of your host teacher. •Field Hours 1 and 2-Observe your host teacher •Field Hours 3-9 Please interact 1 on 1 or in small groups with students in the classroom during their math time, as your host teacher requests. Ask host teacher the interview questions provided by the course instructor. •Field hour observation 10- 1:1 elementary student math attitude interview. •Fill out a Math Field Experience checklist (provided by instructor) 2 times during your field placement •Hours 11-13: teach an age-appropriate math lesson on a math topic which integrates what the students are currently learning in math class. Meet with your host teacher for a post lesson reflection-how did the lesson go 	13
				Fall Senior Year Total Hours	28
Spring Senior	EDUC 4510	Student Teaching	K-6	14 weeks, 3 formal observations, lesson plans, CPAST	
				Total Number of Field Experience Hours:	169
Notes:					
* Teacher Candidates must have field experience for Elementary (K-6) license in both the lower (k-2) AND UPPER (3-6) elementary levels.					
* Teacher Candidates must complete all field experience hours required for each of their courses.					

Appendix – Key Assessments

FDLTCC Education Unit Key Assessments 2025

Course	Standard	Description	Assessment	Cultural Standard	When occurs /Year
AMIN 1020 Foundations of Anishinaabe and American Educational System	SEP: 1.F The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.	Assignment: Pre- and Post Assessment: TC will be given a pre-assessment about what they know about culturally responsive classrooms. In classroom experience observe/participate with K-6 students in the cultural activity (for instance wild ricing) and then at the end of the course, complete a post assessment about what they have learned about the cultural activity and about culturally responsive classrooms.	Rubric: Rubric of a Self-Assessment Pre & Post Demonstrates what they have learned about cultural activity and culturally responsive classrooms.	ZAAGI' IDIWIN Loving and caring	Fall Freshman
AMIN 2302 Culturally Responsive Leadership	SEP: 5.A The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	Assignment: Students design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest for a basic lesson plan. Post Assessment: Complete rubric of a lesson plan and discuss information that has changed throughout the course.	Lesson Plan Rubric: Demonstration of the culturally responsive teaching in a response paper for the lesson plan.	DEBWEWIN Honesty and Integrity	Spring Sophomore
EDUC 3215 Educational Technology	SEP: 6A. The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.	Analyzing an ethical issue related to educational technology to determine how the issue may affect people of various cultures differently with particular attention to the effects on indigenous students. Write a response paper.	Response paper of an Ethical Issues Reflection: Develop a conceptual understanding of professional identity in online spaces; Identify problematic behaviors; Respond to reflection.	DEBWEWIN Honesty and integrity	Spring Sophomore
EDUC 3103 Foundations of Literacy for Educators	SM: 3.D.1 (a.b.c.d) knowledge and ability to use a wide range of instructional practices,	Creative Final Project: Final theme paper. Describe how children's and young adolescents' literature (inclusive of Anishinaabeg or other Indigenous cultures) is strongly encouraged. represents a variety of	Creative Project	GIKENDAASOWIN Knowing knowledge	Fall Junior

	approaches, methods, and curriculum materials to support reading instruction	genres in assessing the reading techniques of the semester.			
EDUC 3121 Science Methods	Subject matter: Science (Content 3.J.8.d.v State and national guidelines and plan for the care, storage, use and disposal of chemicals and equipment used to teach science.:	Laboratory Safety Lesson Plan: Lesson plan on lab safety that is aligned to state and local standards, age and culturally appropriate, environmentally appropriate Post a short video/sketch showing a safety scenario (e.g., handling glassware, outdoor sampling).	Laboratory Safety Lesson Plan Rubric Discussion Response	AANGWAAMIZIWIN Diligence and caution	Fall Junior
EDUC 4101 Curriculum and Instruction	SM: 8A, 8B, 8C, 8E, 8F, 9F SEP: 4C: The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.	Six Level Unit Plan with Adaptations & Modifications: Develop a six-level unit plan utilizing a lesson plan template. Your unit should show evidence of MN Academic Standards at the 4-6 grade level and that Bloom's Taxonomy was implemented each day of the lesson from Knowledge to Evaluation in order of Bloom's levels and focus on Indigenous students and their learning styles, culture, and values. The plan should also show evidence of utilization of multiple methodologies and strategies, including technology, to support instruction. Through the development of the Six Level Unit Plan with Adaptations and Modifications, the student will understand Minnesota's Academic Standards and how to implement them.	Six Level Unit Plan with Adaptations & Modifications	DEBWEWIN Honesty and integrity	Fall Junior
OJIB 2010 Anishinaabe for the Classroom	SEP: 2C. The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student outcomes and reduce	Classroom Management Plan: Students will create an inclusive classroom management plan based on Anishinaabe cultural values taking into consideration students' culture, family, and community values.	Classroom Management Plan	AANGWAAMIZIWIN Diligence and caution	Spring Junior

	exclusionary practices.				
EDUC 3100 Language Arts Methods I	SEP: 4I. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.	Lesson Plan 1: Develop and Implement lessons on reading methods for a K-3 lesson. Students will use a lesson plan template to create the first lesson in small groups supporting community learning. Students will incorporate the developmental stages of language pertaining to the K-3 grade level selected. The lesson plan must incorporate a wide variety of materials and technology resources. Respond in a Literacy blog: that integrates diverse technology tools to maximize learning; demonstrates innovative use of platforms, apps, and multimedia to support differentiated instruction	Technology Digital Literacy Blog Rubric	GIKENDAASOWIN Knowing knowledge	Spring Junior
EDUC 3101 Language Arts Methods II	SEP 4B. The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge. Reading Content 3.B (8), 3.F(1), 3.F(2), 3.F(6)	Assignment: Create and implement a student reading inventory to determine interests and cultural and linguistic backgrounds of one student in the clinical setting. Confer with that student and document conference focused on choice reading, Design and implement a mini lesson focused on selecting good-fit and high-interest texts for students' book bins. Upload this mini lesson to the Seesaw blog. Assignment; administer a student reading inventory as well as use data collected from a formalized reading assessment, such as the BAS, to identify independent and instructional-level texts that suit his/her interests, backgrounds, and instructional needs.	Reading Inventory with interests and cultural and linguistic backgrounds. Guided Reading Plan Rubric	ZAAGI' IDIWIN Loving and Caring	Fall Senior
EDUC 3122 Math Methods for Elementary Education	3(F) Math Content: HA4a, HA4b, HA4c	Part 1: TC's will build a scale structured wigwam and solve a variety of engineering problems in its construction. TC's will complete a digital or paper poster to demonstrate various solution strategies (concrete to abstract). Part 2: TC's will build a scale structure wigwam and solve a variety of engineering problems in its construction. TC's will journal solutions to problems involving geometric shapes and mathematical relationships between them.	Wigwametry	GIKENDAASOWIN Knowing knowledge	Fall Senior

Appendix – Dispositions

Where Occurs	Disposition	Learning Outcome	Cultural Standard	Semester	Year
AMIN 1020 Foundations of Anishinaabe and American Education System SEP: 6 (C)	Integrates Content and Pedagogical Knowledge	Educational Philosophy paper	GIKENDAASOWIN – Knowing Knowledge	Fall	Freshman
EDUC 3101 Lang. Arts Methods II SM: 3.F.6	Communication and Collaboration	Reading Inventory of student interest and reading ability.	GWAYAKWAADIZIWIN – Living a Balanced Way	Fall	Senior
EDUC 3200 Children with Exceptionalities SEP: 4 (B)	Equity, Social Justice, and Inclusion	Educational Phil Paper	ZAAGI’IDIWIN – Loving and Caring	Spring	Junior
EDUC 3210 Educational Psychology SEP: 8 (A) Multi-level framework	Ethical Behavior	Multi-level framework	AANGWAAMIZIWIN – Diligence and Caution	Fall	Junior
EDUC 4102 Differential Instruction and Assessment SM: 3.E.2.B.	Data-Informed Practice	Intervention plan with a K-3 student using NWEA STAR data.	DEBWEWIN – Honesty and Integrity	Spring	Junior
EDUC 4120 The Professional Educator SEP: 7(A) & 7(C)	Vision and Leadership	Professional Education Action Plan	ZOONGIDE’EWIN – Strong Hearted	Fall	Senior
EDUC 4510 Student Teaching	Life-Long Learner	All dispositions are assessed in Triad Meeting.	ZHAWENINDIWIN – Compassion	Spring	Senior

Appendix – Student Teaching Application

× PREVIEW APPLICATION
25-26 Student Teaching Application

This is a preview of the combination of templates to make up the entire application. Students will not see the template titles or divisions.

TEMPLATE 1
Student Teaching Application

First Name *

Last Name *

Institution Email *

Welcome and Congratulations! The following documents will need to be uploaded prior to starting your placement. This is considered transition point 2. Acceptance to Student Teaching

Please upload your BackGround Check (This needs to be current, not the initial background check) *

 0 of 2 Files

[File Requirements](#)

Liability Insurance *

 0 of 2 Files

[File Requirements](#)

By Checking the following boxes, you agree this is true.


- I have a cumulative GPA of 2.75
- I have completed all prior course requirements
- I have completed all Key Assessments

Field Experience Hours*

Completion of 100 hours of field experience that includes:

Experience across a range of K-6 student development, interaction with parents/caregivers, experience with Indigenous students in various educational settings, experience with socioeconomic disadvantaged students; experience with ELL, experience with students with disabilities

Please upload your current DARS report *

 **ATTACH FILES** 0 of 2 Files

File Requirements

Hand Book [🔗](#)

Handbook*

I have read and understand the information in the Elementary Education Handbook.

Please list School, teacher's name and grade you prefer for your Cooperating Teacher*

Acknowledgement statement*

I acknowledge that all documents and statements are true in this application.



Appendix – Criminal Background Check Policy

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

COMPREHENSIVE CBC

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

REFRESHER CBC

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

DISCREPANCIES – FOLLOW-UP WITH TEACHER CANDIDATES

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

6. Other considerations for meeting/communication with the teacher candidate:
 - a. The level of offense (felony, gross misdemeanor, misdemeanor)
 - b. The length of time since the incident occurred
 - c. A history of criminal conduct/repeated offenses
7. This policy could change as the legislature/PELSB makes changes to the teacher licensing policy.

COMMUNICATIONS/DATA PROTECTION

1. The CBC information is archived online by Castle Branch. A CBC report will be printed only if a meeting with the teacher candidate is required. Printed copies of CBC reports will be kept in a locked file cabinet in the Education Program office. The CBCs are not stored in teacher candidate files.
 2. Castle Branch sets up user IDs for those who need access to the report (members of the Elementary Education Unit). They are archived online and are accessible only to those with IDs and passwords. The Elementary Education Program maintains confidentiality of all data connected with the CBC.
 3. The teacher candidate also receives a copy of his/her own CBC.
 4. Teacher candidates are notified of this policy in the following documents:
 - a. FDLTCC Elementary Program Admission letter
 - b. Student handbook
 - c. FDLTCC Elementary Program website
 - d. Student Teaching handbook
 - e. Field Experience/Student teaching handbook
-

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

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

Appendix – Education Minnesota Student Insurance



Dear future teachers-

Welcome to the world of Pre-Service Teachers!! All teaching candidates participating in clinical experiences (field experience or student teaching) are required to have liability insurance. During clinical experiences, a candidate may encounter situations that could involve legal actions in which the candidate or FDLTCC could be held liable for damages. Liability insurance will provide protection for most lawsuits and is mandatory before any candidate enters the classroom.

Join the Education Minnesota Student Organization. Below is some information about the program. The greatest benefit of becoming a member is that you will be covered by a \$1 million dollar liability insurance policy while you student teach. You also get a 1 year subscription to Instructor magazine and various discounts on other services.

The cost is \$25 dollars a year.

Student membership

The Student Program is a pre-professional organization for college and university students planning to be teachers.

<https://ims.nea.org/HowToJoin/stateStudent.action?mbrType=STUDENT&sea=mn>

Benefits of membership

Enjoy these benefits as a student member:

Receive \$1 million in professional liability insurance while you're in the classroom. This coverage is important when you're involved in clinical classroom experiences or student teaching. Many colleges and universities as well as school districts require professional liability insurance coverage. If you student teach in another state or country, your insurance covers you as long as you are enrolled in a Minnesota college or university.

Save money on car, home, health and life insurance; credit cards; entertainment; travel; loans, and more through state and national affiliate programs.

Connect with the state and national affiliate organizations. Their publications cover professional issues including licensure, graduation standards, peer review and teaching techniques as well as organizational information.

Network with other pre-professionals.

Expand your leadership skills at the campus level. Education Minnesota works with campus leaders to develop effective chapters.

One of the best benefits is pre-professional development on your campus and at other meetings on topics such as these:

Parent conference tips

Legal and ethical issues

Survival skills for new teachers

Effective use of technology in the classroom

Special education

Do you have to obtain insurance through Education Minnesota? No. There may be other options

Other professional organizations may provide a similar liability insurance coverage member benefit. Coverage must be equal to, or greater than, the coverage offered by EDMN.

MNSHAPE, AAE, other professional associations, as well as some school district employers may provide acceptable coverage. Proof of coverage is required.

Homeowners insurance does not include the type of liability insurance that is required for teacher candidates.

Parental liability insurance also is not usually comprehensively applicable to classroom situations.

If you have any questions, please contact one of our Elementary Education Team Members.

Appendix – Lesson Plan Template

Lesson Plan Template

Teacher Candidate Name	Subject/Anticipated length of the lesson	Grade	Date
------------------------	--	-------	------

MN Academic Standards:
Cultural Standard/Disposition: <i>Reviewing the Conceptual Framework, what disposition are you incorporating into your lesson?</i>
Student Objective(s)/Learning Target(s): I can...

Assessment

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

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

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

Academic Vocabulary

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

Instructional Strategies and Learning Tasks

Time	Frontloading, the Anticipatory Set: What attention grabber/hook will you use to get students into the lesson? <i>Consider establishing relevance, asking higher order thinking questions and using hands-on experiences that draw in your students and get them excited and ready to learn.</i>
Time	The Instructional Sequence Possible steps: <ul style="list-style-type: none"> ● Share learning targets/I Can statements to set purposes for learning ● Model and check for understanding ● Guided Practice and check for understanding ● Independent Practice and monitor progress toward objectives ● Assessment
Time	Closure: <i>How will you involve students in closing the lesson (i.e. revisit and assess progress toward meeting the objective/learning target)?</i>

Reflection

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

Appendix – Education Student Assistance Plan



Education Student Assistance Plan 2025-2026 (ESAP)

When a Teacher Candidate (TC) or Student Teacher (ST) experience a serious issue during their course work, field experience or student teaching either the Faculty Member, 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.

* Required

Student Information

1. Student Name:

2. Date of Incident or Concern

3. Was this during field experience or Student Teaching? *

Yes

No

4. Please select the course this is associated with *

- AMIN/ EDUC 1020
- HLTH 2100
- EDUC 1210
- AMIN/EDUC 2302
- EDUC 2620
- EDUC 2640
- MATH 1050
- EDUC 3102
- QJIB 2010
- EDUC 3100
- EDUC 3101
- EDUC 3110
- EDUC 3120
- EDUC 3121
- EDUC 3122
- EDUC 3125
- EDUC 3200
- EDUC 4100
- EDUC 4101
- EDUC 4102
- EDUC 4120
- EDUC 4510
- Other

5. If this is during Student Teaching is this *

- Mid Term
- Final

Area(s) of Concern or Notice

6. Is this a

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

7. The following Disposition(s) concerns: *

- GIKENDAASOWIN – Knowing Knowledge Integrates Content and Pedagogical Knowledge: Demonstrates their ability to integrate content and pedagogical knowledge by weaving the following into their teaching
- GWAYAKWAADIZIWIN – Living a Balanced Way Communication and Collaboration: Demonstrates professional interpersonal and communication skills.
- ZOONGIDE'EWIN – Strong Hearted Vision and Leadership: Demonstrates the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.
- AANGWAAMIZIWIN – Diligence and Caution Ethical Behavior: Demonstrates professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.
- DEBWEWIN – Honesty and Integrity Data-Informed Practice: Demonstrates ability to make data-driven decisions as they plan, implement, and evaluate instruction.
- ZAAGI' IDIWIN – Loving and Equity, Social Justice, and Inclusion: Demonstrates fairness, empathy and compassion based on their belief that everyone can learn.
- ZHAWENINDIWIN – Compassion 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. Other:

10. Any Relevant situational factors identified by student and faculty

11. Person Initiating Concern *

Action Steps- Completed by Elementary Education Coordinator

Please list the expected outcomes, timeline and evidence

12. Please explain the first expected outcome:

13. Please explain the action steps below

14. What is the date this is to be completed by

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?

20. The following agree to the Education Student Assistance Plan (ESAP) *

- Person Initiating Education Student Assistance Plan
- Student
- Elementary Education Coordinator

21. What Action was taken/recommended?

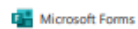
- Remediation completed
- Remediation continuation
- Program termination

Final Recommendation-To be completed by Dean of Education

22. Notes on Successful Completion

23. Next Follow-up Meeting Date

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.



Appendix – Procedures for Removal from Clinical Field Experience

Grounds and Procedures for Removal from Clinical Field Experiences or Student Teaching

Aligned with Minnesota PELSB Standards of Professional Conduct

Teacher candidates in the FDLTCC Elementary Education Program are expected to demonstrate professional competence and conduct that supports students, partner schools, the learning community, and the teaching profession. These expectations align with Minnesota PELSB Standards, the Minnesota Code of Ethics for Teachers, and FDLTCC Professional Dispositions.

Professional Dispositions and Program Expectations

The following dispositional framework grounds professional conduct, decision-making, and growth throughout coursework, field experiences, and student teaching. Failure to demonstrate dispositions at a developmentally appropriate level may result in an Elementary Education Unit Student Assistance Plan or removal from placement.

GIKENDAASOWIN – Knowing Knowledge

Integrates content, pedagogy, technology, theory to practice, critical thinking, culturally relevant instruction, and reflective practice.

Professional Outcome: Content and Pedagogical Knowledge.

GWAYAKWAADIZIWIN – Living a Balanced Way

Demonstrates communication, collaboration, reflective partnership, and community engagement.

Professional Outcome: Community and Collaboration.

ZOONGIDE’EWIN – Strong Hearted

Demonstrates visionary leadership, cultural respect, resilience, and responsiveness to community needs.

Professional Outcome: Transformational Leadership.

AANGWAAMIZIWIN – Diligence and Caution

Demonstrates ethical behavior, policy compliance, professional integrity, and appropriate technology use.

Professional Outcome: Ethical Practitioner.

DEBWEWIN – Honesty and Integrity

Uses data ethically to inform instruction, assessment, and student development.

Professional Outcome: Assessment and Use of Data.

ZAAGI'IDIWIN – Loving and Caring

Demonstrates equity, inclusion, empathy, advocacy, and respect for diversity.

Professional Outcome: Diversity.

ZHAWENINDIWIN – Compassion

Engages as a lifelong learner through reflection, inquiry, adaptability, and professional contribution.

Professional Outcome: Generation of New Knowledge.

Grounds for Removal

A candidate may be removed due to health and safety concerns, unprofessional or unethical conduct, or unsatisfactory professional performance, including failure to demonstrate FDLTCC dispositions.

General Procedures

Includes authority of school partners, Elementary Education Unit Student Assistance Plans when appropriate, documentation, and program implications

Appendix – Professional Confidentiality Agreement



FDLTCC ELEMENTARY EDUCATION PROFESSIONAL CONFIDENTIALITY AGREEMENT

Student Name: _____

Tech Id _____

During your clinical work/practicum experience at FDLTCC, you may have access to information, which is confidential and may not be disclosed, except as permitted or required by law, by the school district, and/or by FDLTCC policies and procedures.

Confidential information includes, but is not limited to:

1. Medical and certain other personal information about the children with whom you work.
2. Student records and staff decisions made relative to specific students and their families.

As a clinical/field experience practicum student, you also agree that you will **not**:

1. Use or duplicate any material without express written permission from a District representative in which you work or the author of the material. This includes photographs, audio recordings, or student work samples.
2. Teach or present this material other than for internal use.
3. Use **any** form of social media to post any images or comments pertaining to the school, program, children, parents, or other staff members.

By signing this Confidentiality Agreement, you acknowledge that:

1. You are obligated to hold the aforementioned information in the strictest confidence and not to disclose the information to any person or in any manner that is inconsistent with applicable policies and procedures of Fond du Lac Tribal & Community College or the school district with which you are placed.
2. Your confidentiality obligation shall continue indefinitely, always including after your association with FDLTCC ELEMENTARY EDUCATION Clinical/Field Experience Practicums.
3. Disclosure of confidential information about a person may result in legal actions being taken against you, by or on behalf of that person or school district.
4. You have read and understood this Confidentiality Agreement.

If you have any questions concerning the confidentiality or disclosure of information, you should contact Fond du Lac Tribal & Community College Education Program Facilitator.

Signature

Date

Print Name

Appendix – Dispositions

FDLTCC Elementary Education Program Teacher Candidate's Commitment to Professional Disposition

Teacher Candidate Name: _____ STARID: _____

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

GIKENDAASOWIN – Knowing Knowledge

To teach content knowledge and 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:* Uses 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 interaction skills with faculty, 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 that builds and strengthens 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 program policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers 8710.2100.
- 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

Support teacher candidates as they develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: Data-Informed Practice

Teacher candidates demonstrate the ability to make data-driven decisions as they plan, implement, and evaluate their teaching and the students they serve.

- Uses student data to plan and implement instructional strategies and activities to meet all student needs.
- 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 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

- To promote teachers understanding and respect for 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 better understand 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 a positive professional learning environment within the school community as well as the school- home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

Professional Outcome: Generation of New Knowledge

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

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

Teacher Candidate Signature: _____ **Date:** _____

Appendix – Code of Ethics

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MINNESOTA RULES

8710.2100

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

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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 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 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.



8710.2100

MINNESOTA RULES

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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*

Signature indicates you have reviewed and understand the Minnesota Code of Teacher Ethics:

Teacher Candidate Name Printed: _____

Teacher Candidate Signature: _____

Teacher Candidate TECH ID: _____

Today's Date: _____

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