

### **Standard 3.**

*The unit must implement an assessment system with a process for annually collecting and reviewing data from:*

*(1) surveys, including those from:*

*(a) initial licensure program completers at the time of program completion;*

*(b) initial licensure program completers one year after completion; and*

*(c) initial licensure program completers' supervisors one year after completion;*

*(2) clinical experiences;*

*(3) multiple assessments as required by Standard 19; and*

*(4) candidate scores on state-required examinations and board-adopted performance assessments.*

#### **FDLTCC Elementary Education (K–6) Unit Review Narrative**

Fond du Lac Tribal and Community College (FDLTCC) maintains a comprehensive and intentional assessment system designed to evaluate candidate progression, program effectiveness, and continuous improvement within the Elementary Education (K–6) program. This system ensures that evidence is collected, reviewed, and used annually from surveys, clinical experiences, multiple course-embedded assessments, and candidate performance on state-required examinations and board-adopted performance assessments, as required by Unit Standard 3. Rather than serving as a compliance-only structure, the assessment system functions as a continuous cycle of reflection, collaboration, and improvement. Faculty, administration, and advisory partners use data from multiple points in the program to understand how well candidates are prepared to meet Minnesota Standards of Effective Practice, respond to community and employer needs, and support the diverse learners they will serve.

All assessments, candidate records, survey results, and checkpoint documentation are housed in Watermark, which serves as the central data management platform for the unit. Watermark supports reliable data collection, scoring with aligned rubrics, longitudinal tracking of candidate progress, and documentation of program reviews and decisions. ([Key Assessments.pdf](#), [Dispositions.pdf](#), [WaterMark SL&L Mentor Log in .pdf](#), [WaterMark Student Teaching Application Template](#) ).

Oversight of the assessment system is shared across roles. The Education Facilitator is responsible for collecting, maintaining, and compiling assessment data each term, managing Watermark records, and preparing watermark reports. The Elementary Education Program Coordinator helps verify data accuracy, shares data with stakeholders at the advisory committee meetings, and helps write weekly elementary education meeting agendas. Program-level review and feedback are supported through the Elementary Education Committee, AASC, Advisory Committee, and the Dadibaakonigewin Committee, which include faculty and community partners and meet regularly to review assessment trends and recommend program improvements. (Evidence: [FDLTCC EI Ed Advisory Agenda , July 16-18 Data retreat \(1\).pdf](#))

Clinical placement requirements are verified prior to placement. The Education Facilitator confirms cooperating teacher licensure through the PELSB lookup, years of experience, and teacher-of-record status, and uploads documentation into Watermark. Cooperating teachers receive orientation and

training regarding mentoring expectations, assessment tools, and timelines ensuring consistent understanding of program goals before candidates enter K–12 classrooms ([WaterMark SL&L Mentor Log in .pdf](#)).

FDLTCC annually collects and reviews survey data from multiple stakeholder groups using the Common Metrics framework. Candidates complete surveys at program completion (Exit Survey), one year after program completion (Transition to Teaching Survey), and employers complete Supervisor Surveys one year after hiring program completers. These surveys provide insight into candidate perceptions of preparation across instruction, assessment, structured literacy, multilingual learner supports, culturally responsive teaching, classroom management, and professional responsibilities, as well as employer perspectives on graduate effectiveness. (Evidence: [Common Metrics Surveys](#))

Survey results are aggregated annually, reviewed during faculty and advisory meetings, and analyzed during summer data retreats to identify trends, strengths, and areas for improvement. Findings directly inform curriculum revisions, clinical expectations, and advising practices. Clinical experience data are collected across fieldwork, practicum, and student teaching. Candidates are assessed using standards-aligned observation tools, dispositional assessments tied to the Minnesota Code of Ethics, and board-adopted performance assessments. Clinical supervision documentation includes observation notes, rubric scores, and mentor feedback aligned to planning, instruction, assessment, learning environment, and professional responsibilities. Historical use of edTPA Tasks 1 and 3, and current use of CPAST-aligned clinical tools, provide consistent measures of candidate readiness and growth. Aggregated clinical data are reviewed annually to examine progress from early field experiences through student teaching and to strengthen coaching supports and clinical expectations. (Evidence: [Student work samples Key assessments or Dispositions](#), [The code of ethics.pdf](#), [Data for EdTPA Metrics survey GPA.pdf](#))

The Elementary Education program implements multiple course-embedded assessments aligned to Minnesota Academic Standards and the Minnesota Standards of Effective Practice, as required by Standard 19. These assessments occur at key transitions and across methods courses and include:

- Standards-aligned lesson and unit plans in literacy, mathematics, science, social studies, arts, health, and physical education, completed in methods courses such as Language Arts I and II, Math Methods, Science Methods, and Social Studies Methods. ([Lesson Plan Courses](#) )
- Structured literacy assessments, including phonemic awareness, phonics, fluency, vocabulary, and comprehension tasks aligned with READ Act requirements and §122A.092. ([EDU 3100 Lesson Plan](#)).
- Multilingual and Indigenous language supports, including language objectives, culturally sustaining resources, and differentiation strategies embedded in coursework such as *Anishinaabe for the Classroom*. ([FDLTCC ANSH 2010 Anishinaabe for the Classroom](#)), [Spring 2023 Anishinaabe for the Classroom Section 1 Activity Assessments](#)).

- Technology-enhanced planning tasks, which require candidates to design instruction using digital tools, blended learning strategies, and assistive technologies to support diverse learners. ([FDLTCC EDU 3215 Ed Tech 2024.pdf](#) )

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All assessments are scored using calibrated rubrics and stored in Watermark. Faculty conduct regular calibration to maintain reliability and review aggregated results annually to monitor candidate development over time. (Evidence: [FDLTCC EDU 3105 Performance Assessment](#) , [Rubrics for Key Assessments in Watermark](#) )

Candidate performance on Minnesota’s board-adopted teacher performance assessment is tracked and reviewed annually. Currently, the state requires completion of edTPA Task 1 (Planning) and Task 3 (Assessment), and the program analyzes rubric-level performance, pass rates, and cohort trends. State-required examinations are also tracked in Watermark, and pass-rate summaries are included in annual assessment reports. Evidence: ([Data for EdTPA Metrics survey GPA.pdf](#) , [WaterMark SL&L Mentor Log in .pdf](#) )

The assessment system includes formal checkpoints that support candidate success and ensure readiness for clinical practice: Evidence: ([2025-2026 FDLTCC Elementary Education Handbook Updated 03-2026 \(3\).pdf](#), pg. 30)

1. Program Entry/Gateway – Candidates apply to the program and complete baseline dispositions, advising meetings, and initial writing or planning samples.
2. Mid-Program Review – Faculty review candidate progress on methods coursework, lesson and unit plans, clinical feedback, and dispositions. Candidates not meeting benchmarks receive documented support plans.
3. Student Teaching Readiness – Faculty verify completion of required coursework, clinical expectations, CCAST readiness indicators, and assessment artifacts before approving student teaching placement.

Responsibility for checkpoints is shared by the Program Coordinator, Education Facilitator, Education Dean, and methods and clinical faculty. All checkpoint decisions, meeting notes, remediation plans, and follow-up outcomes are documented in Watermark to ensure transparency and continuity.

Data collection and review follow a recurring annual cycle. Fall and spring data are compiled, followed by a summer data retreat where faculty and staff review survey results, clinical data, course-embedded assessments, and performance assessment outcomes. During this collaborative process, trends are identified, strengths are celebrated, and action steps are established for the upcoming academic year. Recent program improvements—including expanded structured literacy instruction, enhanced multilingual learner supports, and refined technology integration—reflect findings from this assessment

cycle. Implementation of changes is monitored during the following academic year through coursework, clinical supervision, and advising. (July 16-18 Data retreat).

FDLTCC triangulates data across surveys, clinical experiences, multiple assessments, and performance measures to guide decisions. For example, alignment among improved literacy assessment scores, stronger edTPA assessment performance, and positive supervisor feedback confirms the impact of structured literacy revisions. Similarly, analysis of lesson plans, clinical observations, and supervisor feedback informs ongoing development of culturally responsive, multilingual, and technology-supported instruction. (Evidence: Common Metrics Surveys )

Through its comprehensive assessment system, FDLTCC ensures that decisions about candidate progression and program improvement are grounded in evidence and reviewed annually. This system supports high expectations for teacher preparation, responsiveness to community and school partners, and continuous program growth. As a result, graduates of the Elementary Education program are well prepared to enter the profession and effectively serve the learners, families, and communities of Minnesota.