

Standard 19.

The unit must monitor each candidate's attainment of content and pedagogical knowledge and skills as required by parts [8710.2000](#) to [8710.8080](#), enactment of unit-determined professional dispositions, and progress toward completing the program by assessing each candidate:

- (1) at a minimum of three identified checkpoints, including at entry, midpoint through the program, and at exit; and
- (2) through multiple assessments implemented throughout the program.

Evidence

A core value of the Elementary Education program at Fond du Lac Tribal & Community College is ensuring that every candidate is supported, coached, and assessed in ways that help them grow into confident and effective teachers. Standard 19 aligns closely with this commitment by requiring teacher preparation programs to monitor candidate progress at multiple points across the preparation sequence. The Elementary Education program has developed a comprehensive assessment and checkpoint system that is consistent, transparent, and grounded in both professional standards and culturally responsive practices. *[Evidence: See [Elementary Education Handbook pg 49 \(Appendix G: transition points\)](#)]*

From entry into the teacher preparation sequence through program completion, the program intentionally works to understand candidate strengths, identify areas for growth, and provide timely support. The assessment system blends relational advising with clearly defined checkpoints and multiple assessment measures, ensuring that candidates demonstrate development in content knowledge, pedagogy, professional dispositions, and readiness for licensure. All assessments are aligned with Minnesota's Standards of Effective Practice and the applicable content standards outlined in MN Rules 8710.2000–8710.8080. *[Evidence: See [8710 - MN Rules Chapter](#) , See [Elementary Education Handbook pg 49 \(Appendix G: transition points\)](#) and [pg 16 \(dispositions\)](#), [Watermark folder with student assessment examples](#)]*

The program has established three clearly defined checkpoints—entry, midpoint, and exit—which are documented in program policies, handbooks, and the unit assessment plan and applied consistently across licensure programs. Each checkpoint includes specific requirements, assessment evidence, and decision-making protocols that guide advancement, remediation, or program completion. *[Evidence: See [Elementary Education Handbook pg 49 \(Appendix G: transition points\)](#)]*

The **entry checkpoint** is designed to determine candidates' readiness to begin the licensure pathway. At this stage, faculty and advisors review multiple entry-level indicators, including GPA requirements, completion of prerequisite coursework, background check clearance, an initial professional dispositions assessment, and—when applicable—early field experience documentation or writing samples. This checkpoint confirms that candidates possess the foundational academic skills and professional behaviors needed to progress successfully. *[Evidence: See [Elementary Education Handbook pg 49 \(Appendix G: transition points\)](#) and [51 \(Appendix H: Application to FDLTCC Elementary Education Program\)](#)]*

The **midpoint checkpoint** serves as a critical developmental review. After completing key methods coursework and early field experiences, candidates are evaluated using multiple assessments tied to pedagogy and practice. These include coursework-based assessments such as lesson and unit plans, structured literacy and reading science assessments required under Minnesota law, multilingual learner instructional strategies, classroom management plans, midpoint dispositions evaluations, and early clinical evaluations. Advisors meet with candidates to review results, reflect on growth, and determine readiness to advance toward student teaching or identify areas where targeted support is needed. *[Evidence: See Elementary Education Handbook pg 49 (Appendix G: transition points) pg 16 (dispositions), Watermark folder with student assessment examples, ,pg. 17 (field experience courses)]*

The **exit checkpoint** occurs at the conclusion of student teaching and verifies candidates' readiness for licensure and entry into the profession. Faculty and supervisors review summative clinical evaluations, edtpa scores, final dispositions ratings *(Evidence: See Final Disposition assessment spr2024 NG.pdf, completion of all required clinical hours, and final program assessments, including performance assessments required by the state. This checkpoint confirms that each candidate has met all unit-determined performance thresholds and Minnesota licensure standards prior to recommendation. .[Evidence: See Elementary Education Handbook pg 49 (Appendix G: transition points) pg 16 (dispositions), Watermark folder with student assessment examples, ,pg. 17 (field experience courses),pg. 27 edpta]*

Throughout the program, candidate progress is monitored using multiple assessment measures rather than relying on a single indicator. Coursework-based assessments, performance-based clinical evaluations, dispositions rubrics, supervisor observations *(See 2-FDLTCC- SEPS Observation Form - Copy.pdf and 2 FDLTCC- SEPS Observation Form (1) - Copy.pdf)* , cooperating teacher feedback, and state-aligned performance assessments provide a comprehensive and developmental picture of candidate growth. These assessments capture how candidates apply content knowledge, engage in culturally responsive and community-grounded pedagogy, implement structured literacy practices, support multilingual learners, and build respectful relationships with students and families. *[Evidence: See Elementary Education Handbook pg 49 (Appendix G: transition points) pg 16 (dispositions), Watermark folder with student assessment examples, ,pg. 17 (field experience courses),pg. 27 edpta]*

Professional dispositions are a required and explicitly defined component of the assessment system and are evaluated at all three checkpoints. Dispositions such as professionalism, collaboration, cultural responsiveness, ethical practice, and reflective growth are assessed using unit-approved tools across coursework and clinical experiences. When concerns arise, faculty and advisors implement documented improvement plans that include clear expectations, targeted supports, opportunities for practice, and follow-up assessments. Disposition outcomes are included in checkpoint decisions to ensure candidates are prepared for the responsibilities of teaching. *[Evidence: See Elementary Education Handbook pg 49 (Appendix G: transition points) pg 16 (dispositions), Watermark folder with student assessment examples, ,pg. 17 (field experience courses),pg. 27(Appendix A: Academic Success Plan)]*

Assessment results are used intentionally to guide progress decisions. Defined decision rules determine whether candidates advance, receive remediation, or exit the program, and responsible parties—including faculty, the Program Coordinator, and the Dean—are identified in policy. Improvement plans, advising records, and subsequent assessment results are documented to demonstrate how data informs candidate support and progression decisions. *[Evidence: See Elementary Education Handbook pg . 27(Appendix A: Academic Success Plan), pg. 32 (Appendix B: Appeals and Grievances)]*

Watermark supports the consistency and integrity of this assessment system. All field hours, clinical evaluations, rubrics, observations, key assessments, and checkpoint records are stored centrally, allowing faculty and advisors to track candidate progress across time and contexts. Aggregated data from Watermark is reviewed regularly to identify performance patterns and inform program-level improvements. *[Evidence: Watermark folder with student assessment examples, El Ed Data Retreat July 2025.pdf]*

At the unit level, assessment data is analyzed to identify trends in candidate performance and inform continuous improvement. Faculty review results during meetings to refine assessments, adjust coursework sequencing, enhance advising structures, and strengthen candidate supports. These analyses ensure the assessment system remains responsive to candidate needs and aligned with evolving state expectations. *[Evidence: Watermark folder with student assessment examples, El Ed Data Retreat July 2025.pdf]*

Together, this multi-layered assessment and checkpoint system ensures that candidates develop the knowledge, skills, and dispositions required of beginning teachers in Minnesota. By integrating clearly defined checkpoints, multiple aligned assessments, relational advising, and documented decision-making, the FDLTCC Elementary Education program meets Standard 19 and ensures that all completers are well-prepared, supported, and ready to serve K–6 learners.