

E. Standard 20.

The unit must provide each candidate with individualized advising, which includes:

(1) prior to student teaching or practicum, discussing the candidate's attainment of content and pedagogical knowledge and skills as required by parts [8710.2000](#) to [8710.8080](#), enactment of professional dispositions, and progress toward completing the program;

(2) counseling a candidate out of the program who is failing to evidence the necessary content and pedagogical knowledge and skills or professional dispositions to be an effective teacher; and

(3) documenting program completion.

Individualized advising is one of the deepest strengths of the Elementary Education program at Fond du Lac Tribal & Community College. Because the program is rooted in relationships, cultural relevance, and a commitment to student success, advising is not treated as a one-time transactional requirement. Instead, it functions as an ongoing, collaborative process that supports candidates from entry through program completion. Standard 20 closely reflects values already embedded in the program: knowing each candidate personally, offering honest and timely guidance, and ensuring that all candidates continue to grow toward becoming effective, culturally responsive teachers.

Before candidates enter student teaching or practicum, each participates in an individualized advising meeting focused specifically on readiness. During these meetings, advisors and faculty review multiple dimensions of candidate development, including attainment of content knowledge, pedagogical knowledge and skills, and unit-determined professional dispositions. Conversations are grounded in evidence from coursework, field evaluations, assessments aligned with the Minnesota Standards of Effective Practice, and feedback from supervisors. Advisors also discuss structured literacy knowledge, culturally responsive pedagogy, multilingual learner strategies, and responsibilities related to classroom climate and professional practice. These discussions ensure candidates have a clear, shared understanding of both their strengths and areas that may require further growth before entering student teaching. *[Evidence: [Elementary-Education-BS-Degree-Program-Planner](#) , [ElementaryEducationASDegree](#) , [Academic Advising - Fond du Lac Tribal & Community College](#)]*

Individualized advising prior to student teaching also includes careful verification of program requirements and readiness benchmarks. Advisors review completion of required coursework, clinical hours, key assessments, and evaluations documented in Watermark. Study plans and degree audits are updated as needed, and candidates receive clear guidance on remaining requirements, timelines, and expectations. This process helps candidates enter student teaching with clarity, confidence, and a strong foundation for success. *[Evidence: [ExampleUAccheiveAudit](#) , [Elementary-Education-BS-Degree-Program-Planner](#) , [ElementaryEducationASDegree](#) , [Academic Advising - Fond du Lac Tribal & Community College](#)]*

The program recognizes that responsible teacher preparation includes making difficult decisions when candidates are unable to demonstrate required knowledge, skills, or dispositions. When concerns arise—academic, clinical, or dispositional—the program follows clearly defined counseling-out policies and procedures. These processes emphasize transparency, dignity, and support. Candidates are informed of concerns early and are provided with written documentation, individualized improvement

plans, and opportunities to demonstrate growth through targeted support, coaching, and follow-up advising meetings. [Evidence: [ExampleUAcheiveAudit](#) , [Elementary Education Handbook pg . 27\(Appendix A: Academic Success Plan\)](#), pg. 32 (Appendix B: Appeals and Grievances)]

When a candidate does not demonstrate sufficient progress despite documented support, advisors may counsel the candidate out of the program. These decisions are based on clear criteria tied to program expectations and are made collaboratively by appropriate faculty and program leadership. Advisors review evidence with the candidate, clearly explain the decision, outline next steps, and provide information about appeal processes and alternative pathways when appropriate. While counseling-out decisions are never taken lightly, they are essential to ensuring that only candidates prepared to meet the responsibilities of teaching advance to completion and licensure. [Evidence: [ExampleUAcheiveAudit](#) , [Elementary Education Handbook pg . 27\(Appendix A: Academic Success Plan\)](#), pg. 32 (Appendix B: Appeals and Grievances)]

At program completion, the Elementary Education program formally verifies that each candidate has met all requirements for completion and licensure recommendation. Advisors and program leaders confirm successful completion of coursework, clinical experiences, professional dispositions, performance assessments, and all licensure-aligned benchmarks. This verification is documented by the program in Watermark. [Evidence: [Elementary Education Handbook pg 49 Appendix G: Transition Points](#)]]

Throughout the program, advising is intentionally structured to include multiple touchpoints. Candidates receive individualized advising at entry, midpoint, prior to student teaching, and at exit. Advisors maintain detailed records of advising conversations, decisions, and next steps, and candidates receive written communication regarding progress, deficiencies, approvals, or completion. Advising practices are periodically reviewed by program leadership to ensure consistency, effectiveness, and alignment with policy. [Evidence: [Elementary-Education-BS-Degree-Program-Planner](#) , [ElementaryEducationASDegree](#) , [Academic Advising - Fond du Lac Tribal & Community College](#)]

Across all advising experiences, candidates are treated as whole individuals whose success is supported through relationships, cultural grounding, and clear expectations. Advising conversations balance encouragement with accountability and are grounded in evidence, transparency, and respect. This individualized structure helps candidates navigate challenges, celebrate growth, and make informed decisions about their preparation and professional futures.

Fond du Lac Tribal & Community College meets Standard 20 through an advising system that is consistent, relational, and culturally responsive. By providing individualized advising prior to student teaching, implementing clear and compassionate counseling-out procedures, and formally documenting program completion, the Elementary Education program ensures that all candidates who complete the program are fully prepared to enter the teaching profession and serve Minnesota's students and communities with confidence and integrity.