

## F. Standard 21.

*The unit must ensure each candidate, prior to completing an initial licensure program, completes a board-adopted teacher performance assessment if an assessment exists that is aligned with the license sought.*

### Evidence

A central expectation for initial teacher licensure in Minnesota is that every candidate completes the board-adopted teacher performance assessment aligned to their licensure field. In the Elementary Education program at Fond du Lac Tribal & Community College, this responsibility is treated as a core program expectation. The program ensures that all candidates understand, prepare for, and complete the EDTPA prior to program completion and licensure recommendation. The EDTPA serves as a culminating demonstration of readiness to teach, integrating planning, instruction, assessment, reflection, and professional practice into a single, coherent and state-aligned evaluation process.

*[Evidence: Elementary Education Handbook pg 27 (edtpa) See MN SEPS: 8710.2000 - MN Rules Part, See MN Licensure Requirements 8710.3200 - MN Rules Part, ]*

From the beginning of the program, candidates are explicitly informed that successful completion of the edtpa is required to complete the Elementary Education program and be recommended for licensure. Because many candidates are first-generation college students or returning adult learners, faculty take intentional time to explain what the EDTPA is, why it is required, and how the program supports candidates through the assessment process. This repeated and intentional messaging ensures clarity and reduces uncertainty well before candidates enter student teaching. *[Evidence: Elementary Education Handbook pg 27 (edtpa), EDU 4500 Student Teaching 2026-unit review]*

As candidates move toward student teaching, they receive detailed guidance related to Edtpa components, timelines, scoring rubrics, submission expectations, and technology requirements. Advisors and student teaching faculty collaborate to prepare candidates by reviewing expectations, answering questions, and supporting planning and documentation. During student teaching orientations and seminar sessions, faculty walk candidates through each portion of the Edtpa, share examples of high-quality evidence, and explicitly connect assessment components to Minnesota's Standards of Effective Practice. This preparation ensures that candidates experience the edtpa as an integrated capstone rather than an isolated or last-minute requirement. *[Evidence: Elementary Education Handbook pg 27 (edtpa), EDU 4500 Student Teaching 2026-unit review]*

To ensure that every candidate completes the EDTPA, the program embeds this requirement into multiple checkpoints and verification systems. EDTPA completion is a required exit expectation for the program. Candidates cannot complete student teaching, exit the program, or be recommended for licensure without verified EDTPA completion. Student teaching seminar instructors monitor EDTPA progress throughout the semester, supervisors verify that candidates are collecting and submitting required evidence during observations, and the Clinical Coordinator confirms that final EDTPA submissions are complete. These layered checks ensure that no candidate progresses without meeting

all required performance assessment expectations. [Evidence: *Elementary Education Handbook* pg 27 (edpta), EDU 4500 Student Teaching 2026-unit review]

Throughout the EDPTA process, candidates are supported through a strong and relational support structure. Supervisors provide coaching aligned to the assessment expectations, cooperating teachers offer feedback on instruction and assessment practices related to EDPTA components, and seminar instructors provide structured opportunities for reflection, feedback, and revision. Candidates also receive reminders, guidance, and technical support as needed. These supports ensure that the EDPTA functions not only as an accountability measure, but also as a meaningful developmental experience that reinforces professional growth. [Evidence: *Elementary Education Handbook* pg 27 (edpta), EDU 4500 Student Teaching 2026-unit review]

By the end of the program, successful completion of the EDPTA serves as a meaningful capstone experience that demonstrates candidate growth across planning, instruction, assessment, and reflective practice. Completion of the assessment reinforces candidates' readiness to teach and their ability to meet Minnesota's expectations for effective K–6 educators.

Fond du Lac Tribal & Community College meets Standard 21 by clearly communicating the EDPTA requirement, embedding preparation into coursework and advising, enforcing unit-level policies requiring assessment completion prior to program exit, and maintaining robust systems to monitor compliance. Through these practices, the Elementary Education program ensures that all completers meet the state-adopted performance assessment requirements and enter the profession prepared, confident, and ready to serve Minnesota's children and communities.