

FDLTCC Education Unit Assessment Handbook 2022



FOND DU LAC TRIBAL
AND COMMUNITY COLLEGE

The Unit Assessment System Overview

The purpose of the Assessment System of the Education Unit at FDLTCC is to collect, compile, analyze, and maintain information in an effort to manage and improve candidate, unit, and program performance. The assessment system helps to ensure that candidates are ready to transition through stages of their program, and that our program completers have the professional knowledge, skills and dispositions as outlined in our Conceptual Framework.

Operationally, the Assessment System has been developed and will continue to evolve as the educational and state requirements change. The design of the Assessment System is focused on providing value for all involved by interfacing and operating with the following objectives in mind:

- The Assessment System should be focused on continuous improvement through regular review and evaluation, with the goal of improving the education unit.
- Internal and external stakeholders should be involved with the ongoing development and evolution of the system.
- The Assessment System should provide for consistency of unit management while affording maximum flexibility for program growth.

The Conceptual Framework provides the foundation of the assessment system for the FDLTCC Education Unit. The unit strives to support and provide our candidates with a quality program that is culturally relevant and adheres to state standards.

Conceptual Framework for Fond du Lac Tribal and Community College Education Unit

The Conceptual Framework defines the mission, values, cultural standards, and professional standards of the FDLTCC Education Unit. 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 Education Unit combines culturally responsive pedagogy (CRP) and Indigenous teaching and knowledge into the curriculum in order 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 different ways of knowing and

engages and supports candidates from non- dominant cultures in demonstrating their knowledge and other tools that they use to navigate their everyday lives.

The FDLTCC Education unit’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 are recognized by the Anishinaabe communities that are served and provides the foundational principles that guides the unit in preparing our teacher candidates to work effectively in diverse K–12 schools.

The cultural standards are built upon and adapted from the WINHEC accredited American Indian Programs. 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 curricula.

Vision

The vision of the FDLTCCC Education Unit 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 Education Unit 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 Professional Outcomes

The unit has adopted the cultural standards of the WINHEC accredited American Indian Programs and adapted them to meet the specific needs of the education unit. The dispositions and professional outcomes were developed from the cultural standards. The cultural standards, dispositions and professional outcomes flow from the unit’s vision and mission to provide a unique perspective on teaching and learning. The cultural standards, dispositions and professional outcomes guide the unit’s

planning, decision-making, and initiatives around the curriculum (see figure 1).

GIKENDAASOWIN – Knowing Knowledge

To 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:* Use 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 skills in interactions with instructors, 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 on which we build and strengthen 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 unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- 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

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: [Data-Informed Practice](#)

Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.

- Uses student data to plan and implement instructional strategies and activities.
- 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 the 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

- Promote teachers' acceptance 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 as a way to understand the 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 the 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.



Figure 1 Niindaa'iwedaa o'o gikendaasowin – sending knowledge into the futu

Use of Assessments to Monitor Candidate Progress

Internally, the unit uses a seven-phase continuous improvement model for assessment that includes: 1) design, 2) select, 3) implement, 4) collect data, 5) analyze, and evaluate, 6) identify gaps, and 7) make decisions and changes. The continuous improvement cycle is depicted in figure 2 below. The design phase includes having clear learning outcomes and cultural standards that all align to state standards. The select phase includes identification of key and signature assessments. Implement is the actual application of unit key and signature assessments. Following implementation, data will be collected at specified times and will be analyzed and evaluated for program effectiveness. During this phase, any gaps that are identified and will be reviewed by the Dean of Education and the Elementary Education Program Coordinator. After this review, the data will be brought to the Education Advisory Council for input on candidate performance. Any suggested curricular changes will be voted on to ensure agreement. The continuous process cycle then process then begins once again.

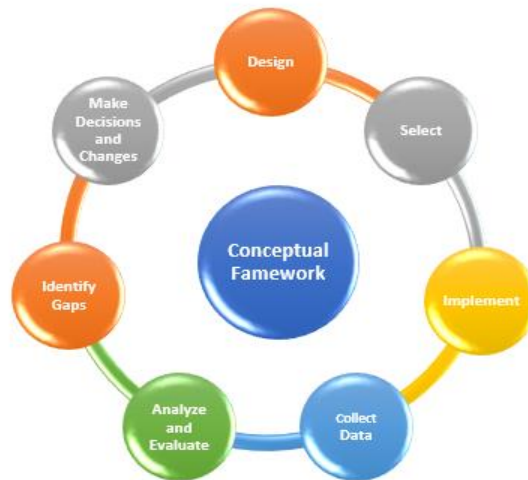


Figure 2 FDLTCC Education Unit Continuous Improvement Cycle

Key and signature assessments in required courses, field experiences, and student teaching are used to demonstrate the candidate's attainment and competency of the state standards and the Conceptual Framework that incorporates the unit's cultural standards, dispositions, and unit outcomes. These, as well as other data points are used to monitor candidates as they transition through their program.

The key and signature assessments, as well as other data, in the system are broken down into the six categories:

1. Course Based Assessments - Identifying and acquiring candidate work within specific courses that best relates and aligns to PELSB Teachers of Elementary Education content standards (*8710.3200 Elementary Education*) and Standards of Effective Practice (*8710.2000 Standards of Effective Practice*).
2. Observation/Evaluation Documents - An "observer" is presented with questions to 'rate' candidate behaviors, skills and abilities.
3. Disposition Assessments
4. Field Experience – Formative and summative assessments used to evaluate the candidate’s entire performance at a site during Field and Student Teaching.
5. Portfolios - (contains edTPA assessments): A compilation of academic work for the purpose of evaluating coursework quality, learning progress, and academic achievement.
6. State mandated requirements – MTLE NES, MTLE content and pedagogy, Common Metrics Survey, and Data Summary Report.

Below are the key assessments that the Unit will monitor for candidate performance.

FDLTCC Education Unit Key Assessments

Course	Standard	Assessment	Description	Cultural Standard	When Occurs
AMIN/EDU 1020 Foundations of Anishinaabe and American Educational System	4(E)	Self-Assessment	Pre and Post Assessment: Students will be given a pre-assessment about what students know about the cultural activity they engaged in (for instance wild ricing) and then a post assessment about what they have learned about the cultural activity.	ZAAGI' IDIWIN <i>Loving and Caring</i>	Fall Freshman Year
ENGL 2200 American Indian Children’s Literature	8(B)	Creative Project	Creative Final Project: Students will develop their version of a children’s literature. This can include picture books, chapter books, comic books, etc. An emphasis in Anishinaabeg or other	GIKENDAASOWIN <i>Knowing knowledge</i>	Spring Sophomore Year

			Indigenous culture is strongly encouraged.		
ANISH 2010 Anishinaabe for the Classroom	4(A), 4(E), 4(G)	Classroom Management Plan	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.	AANGWAAMIZIWIN <i>Diligence and caution</i>	Spring Sophomore Year
EDU 3215 Educational Technology	11(M), 10(K)	Ethical Issues Reflection	Ethical Issues Reflection: Choose one of the ethical issues we have discussed in class or you have read about in your assigned readings that aligns to professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 and create an online presentation (Google Slides) to promote your viewpoint/argument. In your presentation, demonstrate how the issue may affect people of different cultures in different ways. Presentation should include at least five slides that: 1) Introduce the ethical issue 3) Explain both sides of the issue 3) Gives your opinion 4) Explains why you choose that side of the argument 5) Explains how the issue may affect people of different cultures in different ways.	DEBWEWIN <i>Honesty and integrity</i>	Fall Junior Year
EDU 3100 Language Arts Methods I	5(L)	Technology	Lesson Plan 1: Develop and Implement – lesson 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.	GIKENDAASOWIN <i>Knowing knowledge</i>	Fall Junior Year
EDU 3101 Language Arts Methods II	8(E), Reading Content	Reading Inventory	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,	ZAAGI' IDIWIN <i>Loving and Caring</i>	Spring Junior Year

	3.B (8), 3.F(1), 3.F(2), 3.F(6)		engagement, and motivation to read high volumes of independent-level texts. Discuss this interaction with the cooperating teacher and plan next steps regarding support with skills (based upon the BAS and guided reading lesson) and choice reading (based upon the conference). Support and reading materials should be at the student's independent reading level.		
EDU 3121 Science Methods	Science Content 3.J.8.d.v	Laboratory Safety Lesson Plan	Laboratory Safety Lesson Plan: Lesson plan on lab safety that is aligned to state and local standards, age and culturally appropriate, environmental appropriate	AANGWAAMIZIWIN <i>Diligence and caution</i>	Spring Junior Year
EDU 4101 Curriculum and Instruction	8A, 8B, 8C, 8E, 8F, 9F	Six Level Unit Plan with Adaptations & Modifications	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.	DEBWEWIN <i>Honesty and integrity</i>	Spring Junior Year
EDU 3122 Math Methods for Elementary Education	3(F) Math Content: HA4a, HA4b, HA4c	Wigwametry	Part 1: TC's will build a scale structure wigwam and solve a variety of engineering problems in its construction. They 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.	GIKENDAASOWIN <i>Knowing knowledge</i>	Fall Senior Year

			Part 3: TC's will build a scale structure wigwam and solve a variety of engineering problems in its construction. They will familiarize themselves with various geometric tools in the process, including geoboards, compasses, rulers, protractors, and manipulatives.		
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Table 1: Key Assessments

The table below was developed to demonstrate where candidate disposition self-assessments will take place. While all seven dispositions will be included in the self-assessment in the specified courses below, a more in-depth focus of individual dispositions will be included in the course. Which focused disposition occurs in the specified course took into consideration the focus of the course, so it is not simply an add-on to the course but is a meaningful component of the course.

Where Occurs	Disposition	Cultural Standard	Semester	Year
EDU/AMIN 1020 Foundations of Anishinaabe and American Education System	Integrates Content and Pedagogical Knowledge	GIKENDAASOWIN – Knowing Knowledge	Fall	Freshman
EDU 3101 Lang. Arts Methods II	Communication and Collaboration	GWAYAKWAADIZIWIN – Living a Balanced Way	Spring	Junior
EDU 4120 The Professional Educator	Vision and Leadership	ZOONGIDE'EWIN – Strong Hearted	Fall	Senior
EDU 3210 Educational Psychology	Ethical Behavior	AANGWAAMIZIWIN – Diligence and Caution	Fall	Junior
EDU 4102 Differential Instruction and Assessment	Data-Informed Practice	DEBWEWIN – Honesty and Integrity	Fall	Senior
EDU/AMIN 2300 Culturally Responsive Education	Equity, Social Justice, and Inclusion	ZAAGI'IDIWIN – Loving and Caring	Spring	Sophomore
EDU 4500 Student Teaching	Life-Long Learner	ZHAWENINDIWIN – Compassion	Spring	Senior

Table 2: Disposition Self-Assessment Aligned to Course and Emphasized Cultural Standard/Disposition

Candidates will receive feedback on their dispositions self-assessments from their faculty instructors. In Student Teaching, candidates will be evaluated on attainment of dispositions by the faculty supervisor and the cooperating teacher.

Transition Point Data

Candidate performance are monitored using five transition points:

1. Admission to Elementary Education program
2. Acceptance to Student Teaching
3. Exit Student Teaching
4. Completion of all program requirements/Recommendation for Licensure

5. Post-graduation

At each transition point, data are collected and used as evidence to determine if candidates are prepared for the next stage.

Transition Points

Transition Point 1: Admission to Elementary Education program

Requires students to:

- Submit a completed application
- Complete a disposition self-assessment
- Complete a background check/fingerprinting
- Have a Cumulative 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 2300
- Take the Minnesota NES Essential Academic Skills test
 - Pass 2 out of 3 tests
 - Plan to retake a test – if needed
- Demonstrate 15 hours of K-6 experience working with a student or students
- Student interview

Transition Point 2: Acceptance to Student Teaching

- Completed student teaching application
- MTLE content and pedagogy
- Background check/finger printing
- 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:
 - edTPA
 - Faculty supervisor evaluation
 - Cooperating teacher evaluation
 - Disposition evaluation
 - Final Grade
 - Common Metrics Exit Survey

Transition Point 4: Completion of all Program Requirements/Recommendation for Licensure

- Cumulative GPA 2.75

- Degree audit
- MTLE Exams completed
- Recommendation for licensure

Transition Point 5: Post-graduation

- Common Metrics Transition to Teaching Survey
- Common Metrics Supervisor Survey

Data Collection, Analysis and Evaluation

Candidate Data

Data are collected, analyzed, and maintained in the unit using a combination of internal data systems and third-party platform providers. FDLTCC and the unit utilizes TracDat to assess student learning. The unit will use Via by WaterMark to collect data on key and signature assessments. For assessments given and scored by third-party vendors (i.e. Pearson's and edTPA), the unit receives score reports on a monthly basis. This data will be imported into Via. To optimize efficiency and accuracy, an assessment database has been developed to integrate and disaggregate the third-party scores into reports that are shared regularly with program faculty and the advisory council.

The data cadence is found in Appendix A graphically summarizes when data will be collected, analyzed and provided to the advisory council for input and feedback. Data are collected consists of the following:

- Candidate admission to program (Transition Point 1)
- Minnesota NES Essential Academic Skills test (Transition Point 1)
- Candidate course work in signature and key assessments, including disposition assessments (Transition Points 1, 2, 3, 4, and 5)
- Candidate field experiences (Transition Points 2 and 3)
- Candidate edTPA submissions (Transition Point 3)
- Common Metrics Exit survey (Transition Point 4)
- Common Metrics Transition to Teaching survey (Transition Point 5)
- Common Metrics Supervisor surveys (Transition Point 5)

Data for all candidates are collected each semester in which the signature assessment is used for a given course or experience. Data are also collected on content specific assessments and disposition assessments in identified courses and field experiences. Both aggregate and disaggregate data will be collected and analyzed.

Assessment data will be compiled per course and semester over multiple years as part of the continuous improvement process and analyzed by the dean of education and education program coordinator. Data regarding the management and operations of the unit are collected each semester and analyzed during the summer. At the end of an academic year, candidate and unit data are compiled into a Program Summary Assessment Reports for unit and advisory council decision making at a Data Day that will be held every fall semester.

Program Data

Program data, in addition to candidate data, also be collected and evaluated annually for program improvement. Program data will include the annual program data that are required by the state. This includes Data Summary Survey and Program Effectiveness for Continuing Approval (PERCA).

Data Summary Survey

The survey is due in the spring (generally the end of April) and a timeline for data collection is based on the data cadence table found in Appendix A. The Data Summary Report includes:

- The Data Summary Survey (with the following components):
 - Unit Information
 - Entrance Requirements (Transition Point 1)
 - Enrolled Candidate Data (Transition Point 1 and 2)
 - Candidate Completer Data (Transition Point 4 and 5)
 - Exam Data (Transition Point 1, 2, and 4)
 - Teacher Educator Data
 - Common Metrics Exit Survey Response Data (Transition Point 3)
 - Common Metrics Transition to Teaching Survey Data (Transition Point 5)
 - Common Metrics Supervisor Survey Data (Transition Point 5)
 - Common Metrics Average Exit Survey Scores (Transition Point 3)
 - Common Metrics Transition to Teaching Survey Data (Transition Point 5)

- Enrollment and Completer Data by Program and Race (demographic data collected during Transition Point 1 and 3)

Program Effectiveness for Continuing Approval (PERCA)

The Program Effectiveness for Continuing Approval (PERCA) has changed. On the October 9, 2020, PELSB adopted a resolution to not enforce the submission of the Continuing Teacher Preparation Program Approval Reports for programs expiring June 30, 2021 with continuing approval or continuing approval with continuous improvement focus. This action builds off of the May 8, 2020 adopted resolution to not enforce the reporting requirements of 8705.2200, Subp. 2(C).

The new PERCA process is divided into two parts:

1. **Compliance to Program Standards:** In order to demonstrate compliance to program standards, the unit will submit all current course and experience syllabi that align to PELSB standards for review.
2. **Program Effectiveness:** To demonstrate program effectiveness, the unit will complete and submit the Attachment of Data for Evidence of Programs for Teachers (ADEPT) form. This will include data on: a) program enrollment (Transition Point 1) and program completion (Transition Point 4), b) edTPA (Transition Point 3), c) MTLE content and pedagogy assessments (Transition Point 4). If deemed necessary by the unit, key assessments and assessment data will be provided, though it is not required for elementary education programs.

Again, the Transition Points aligned to data points can be found in Appendix A.

Advisory Council

The purpose of the FDLTCC Education Unit Advisory Council is to ensure a relationship between the unit and the education communities we serve. The Advisory Council provides input to the unit's assessment system data and ongoing continuous improvement process to ensure that the unit will be kept at the forefront of the profession.

The structure of the Council shall include the following provisions: The FDLTCC Education Unit Advisory Council shall consist of representative members of professional education from school districts and other professional education institutions, as well as community members.

- The FDLTCC Education Unit Advisory Council members shall meet twice during each academic year with a data retreat every fall.

- The FDLTCC Education Unit Advisory Council members will be nominated by the members of the FDLTCC Education Unit Advisory Council and then appointed by the Dean of Education to serve a four-year term.
- The FDLTCC Education Unit Advisory Council will submit the minutes of each meeting with feedback and recommendations.

The members of the FDLTCC Education Unit Advisory Council could include the following categories of individuals:

- Employers: Such as superintendent of schools and building principals.
- Practitioners: Such as teachers and school counselors
- Faculty from other higher education institutions
- Consultants
- Faculty representatives from the FDLTCC Education Unit
- Faculty representatives from FDLTCC Arts and Sciences
- Community representatives
- Current students
- Alumni
- Meeting Recorder

To provide input to the FDLTCC Education Unit and its on-going strategic planning process, the functions of the Advisory Council shall include the following:

- Review candidate and program data and provide feedback for continuous improvement.
- Help promote and grow partnerships with the FDLTCC Education and the local community, including positively promoting the Unit's program and cultural responsiveness.
- Provide an external perspective including practitioner, employer, and education faculty.
- Provide an alumni perspective and a student perspective.
- Keep the FDLTCC Education Unit apprised of trends and needs in K-6 education.

Appendix A

Data Cadence Table

Unit Processes and Unit Assessments	When Collected	Collected by or Data System	Data Reviewed by	Data Analysis	Data Dissemination To Advisory Council	Use of Results
Transition Point 1 Admission to Elementary Education Program						
Completed Application	At Admission to Teacher Education program	Program Facilitator	Dean Elementary Education Coordinator	Every Semester	Annually	Used in screening for admission to the Elementary Education program
Disposition Self-Assessment	At Admission to Teacher Education program	Unit Faculty	Dean Elementary Education Coordinator Unit Faculty	Every Semester	Annually	Used in screening for admission to the Elementary Education program Used for course improvement in the introduction to education courses
Background check/fingerprinting	At Admission to Teacher Education program	FDLTCC Law Enforcement	Program Facilitator	Every Semester	Annually	Used in screening for admission to the Elementary Education program
Cumulative GPA of 2.00 Plus, GPA of 2.00 or higher in: ENGL 1102 MATH 1050 AMIN 2300	At Admission to Teacher Education program	DARS Report TracDat	Dean Elementary Education Coordinator	Every Semester	Annually	Used in screening for admission to the Elementary Education program Used for course improvement in the introduction to education courses
Minnesota NES Essential Academic Skills test (pass 2 out of 3)	At Admission to Teacher	Pearson	Dean Elementary	Every Semester	Annually	Used in screening for admission to the Elementary Education program

Unit Processes and Unit Assessments	When Collected	Collected by or Data System	Data Reviewed by	Data Analysis	Data Dissemination To Advisory Council	Use of Results
<ul style="list-style-type: none"> ○ Pass 2 out of 3 tests ○ Plan to retake a test – if needed 	Education program		Education Coordinator			Used for course improvement in the introduction to education courses
K-6 experience – 15 hours required	At Admission to Teacher Education program	Unit Faculty Program Facilitator	Dean Elementary Elementary Education Coordinator Program Facilitator	Every Semester	Annually in Fall	Used in screening for admission to the Elementary Education program
Student Interview	At Admission to Teacher Education program	Dean Elementary Elementary Education Coordinator Program Facilitator	Dean Elementary Elementary Education Coordinator Program Facilitator	Every Semester	Annually in Fall	Used in screening for admission to the Elementary Education program
Transition Point 2 Acceptance to Student Teaching						
Completed student teaching application	Prior to Student Teaching	Education staff Program Facilitator	Elementary Education Coordinator	Every Semester	Annually in Fall	Used in screening for admission to Student Teaching
MTLE content and pedagogy	Prior to Student Teaching	Pearson	Elementary Education Coordinator Dean	Every Semester	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Background check/finger printing	Prior to Student Teaching	SEE ABOVE	Elementary Education Coordinator Program Facilitator	Every Semester	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement

Unit Processes and Unit Assessments	When Collected	Collected by or Data System	Data Reviewed by	Data Analysis	Data Dissemination To Advisory Council	Use of Results
Completion of all course requirements	Prior to Student Teaching	Via	Elementary Education Coordinator Education Staff	Every Semester	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Key assessments completed and passed:	Prior to Student Teaching	Via	Elementary Education Coordinator	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Self-Assessment EDU/AMIN 1020: Foundations of Anishinaabe and American Educational System	End of fall semester	Via	Elementary Education Coordinator	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Creative Project ENGL 2200: American Indian Children's Literature	End of spring semester	Via	Education Staff	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Classroom Management Plan ANISH 2010 Anishinaabe for the Classroom	End of Spring Semester	Via	Elementary Education Coordinator	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Ethical Issues Reflection EDU 3215 Educational Technology	End of fall semester	Via	Education Staff	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Technology – Lesson Plan EDU 3100 Language Arts Methods I	End of fall semester	Via	Elementary Education Coordinator	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Reading Inventory EDU 3101 Language Arts Methods II	End of spring semester	Via	Education Staff	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement

Unit Processes and Unit Assessments	When Collected	Collected by or Data System	Data Reviewed by	Data Analysis	Data Dissemination To Advisory Council	Use of Results
Laboratory Safety Plan Lesson Plan EDU 3121 Science Methods	End of spring semester	Via	Elementary Education Coordinator	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Six Level Unit Plan with Adaptations & Modifications EDU 4101 Curriculum and Instruction	End of spring semester	Via	Elementary Education Coordinator	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Wigwametry EDU 3122 Math Methods for Elementary Education	End of fall semester	Via	Elementary Education Coordinator	The Semester Offered	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Cumulative GPA of 2.75	Prior to Student Teaching	Via	Education Staff Program Facilitator	Every Semester	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
*Completion of 100 hours of field experience that includes diverse experiences	Prior to Student Teaching	Program Facilitator	Education Staff Program Facilitator	Every Semester	Annually in Fall	Used in screening for admission to Student Teaching Used for course/program improvement
Transition Point 3: Exit Student Teaching						
edTPA	After Student Teaching	Program Facilitator	Elementary Education Coordinator Dean	Every Semester	Annually in Fall	Used in screening for Completion of Student Teaching Used for course/program improvement
Faculty supervisor evaluation	After Student Teaching	Program Facilitator Via	Elementary Education Coordinator	Every Semester	Annually in Fall	Used in screening for Completion of Student Teaching Used for course/program improvement
Cooperating teacher evaluation	After Student Teaching	Education Staff Program Facilitator Via	Dean	Every Semester	Annually in Fall	Used in screening for Completion of Student Teaching Used for course/program improvement
Cooperating teacher candidate disposition Evaluation	After Student Teaching	Via	Elementary Education Coordinator	Every Semester	Annually in Fall	Used in screening for Completion of Student Teaching Used for course/program improvement

Unit Processes and Unit Assessments	When Collected	Collected by or Data System	Data Reviewed by	Data Analysis	Data Dissemination To Advisory Council	Use of Results
Faculty supervisor candidate disposition evaluation						
Final Grade	After Student Teaching	Education Staff Program Facilitator	Dean	Every Semester	Annually in Fall	Used in screening for Completion of Student Teaching Used for course/program improvement
Common Metrics Exit Survey	After Student Teaching	Education Staff Program Facilitator	Elementary Education Coordinator	Every Semester	Annually in Fall	Used in screening for Completion of Student Teaching Used for course/program improvement
Transition Point 4: Completion of all program requirements/Recommendation for Licensure						
Degree audit	Prior to Graduation	DARS	Elementary Education Coordinator	Every Semester	Annually in Fall	Used for program completion Used for course/program improvement
MTLE Exams completed	Prior to Graduation	Pearson Via	Dean	Every Semester	Annually in Fall	Used for program completion
Recommendation for licensure	Prior to Graduation	Dean	Dean	Every Semester	Annually in Fall	Used for program completion
Transition Point 5: Post-graduation						
Common Metrics Transition to Teaching Survey	Post-Graduation In May	Education Staff	Elementary Education Coordinator Dean	Every Fall	Annually in Fall	Used for course/program improvement
Common Metrics Supervisor Survey	Post-Graduation In May	Program Facilitator	Elementary Education Coordinator Dean	Every Fall	Annually in Fall	Used for course/program improvement

*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.