

Subp. 2. Standards for the Designated School Partnership.

Standard 6.

The unit must have at least one designated school partnership with a school or district that works collaboratively to align theory and practice and that meets the standards in this subpart. The unit may have additional partnerships with districts or schools to place candidates in clinical experiences according to the standards in subpart 3.

Fond du Lac Tribal and Community College (FDLTCC) maintain at least one designated school partnership (DSP) that meets the requirements outlined in Minnesota Rule 8705.1010, Subparts 1–2. This partnership is structured to collaboratively align teacher preparation coursework with clinical practice and to ensure that candidates experience coherent, high-quality clinical learning environments throughout their preparation program. Additional school partnerships may be utilized to support clinical placements consistent with Subpart 3 (Clinical Experiences); however, at least one primary partnership serves as the unit’s designated school partnership for purposes of program oversight, alignment, and continuous improvement.

Identification and Scope of the Designated School Partnership

FDLTCC’s designated school partnership is with District 2142. This partnership has been in place since 2023, demonstrating continuity, institutional trust, and stability—key indicators identified by PELSB for effective designated school partnerships. The designated school partner supports all Elementary Education (K–6) licensure candidates across the full continuum of clinical preparation, including early field experiences, methods-embedded fieldwork, and full-semester student teaching placements. Methods courses are regularly integrated with classrooms in the designated partner schools, allowing candidates to apply instructional strategies learned in coursework directly to K-6 settings. The partnership also includes close collaboration with cooperating teachers and school leaders to support candidate mentoring, supervision, and evaluation. (Evidence: [FDLTCC MOA SOUTH RIDGE DIST 2142SIGNED.pdf](#))

The designated school partner was selected based on a longstanding collaborative relationship with FDLTCC, a shared commitment to culturally responsive teaching practices aligned with Minnesota Standards of Effective Practice (SEPs), and a mutual mission to prepare future teachers with strong cultural, linguistic, and community-centered competencies. The partner school or district has demonstrated capacity to offer consistent, high-quality clinical placements that meet the expectations for clinical experiences outlined in MN Rule 8705.1010, Subpart 3. (Evidence: [FDLTCC MOA SOUTH RIDGE DIST 2142SIGNED.pdf](#))

Formal Structure and Partnership Agreements

The partnership between FDLTCC and its designated school partner operates under a formal memorandum of understanding (MOA). This agreement clearly defines roles, responsibilities, and expectations for all parties involved in teacher candidate preparation. The MOA outlines the responsibilities of cooperating teachers, including modeling effective practice aligned to SEPs, mentoring

teacher candidates, and completing evaluations. It also specifies the responsibilities of university supervisors related to observation, feedback, and communication with school personnel, as well as the roles of principals, instructional coaches, and district liaisons. (Evidence: [FDLTCC MOA SOUTH RIDGE DIST 2142SIGNED.pdf](#) , [Process of Partnership.pdf](#) , [RolesandResponsibilitesforEducationUnitandDistricts.pdf](#))

Communication between FDLTCC and the designated school partner is ongoing and intentionally structured. Faculty and school partners engage in pre-semester coordination meetings, regular check-ins among clinical coordinators, education facilitators, supervisors, and building administrators, and shared use of digital platforms to manage calendars, expectations, and evaluation documents. Joint review meetings are used to examine alignment between coursework and school-based practice and to address candidate progress and program needs. (Evidence: [FDLTCC MOA SOUTH RIDGE DIST 2142SIGNED.pdf](#) , [Process of Partnership.pdf](#) , [RolesandResponsibilitesforEducationUnitandDistricts.pdf](#))

The MOA and partnership expectations are reviewed annually and revised as needed. Professional development expectations for cooperating teachers are updated each year based on data collected for Standard 3, including surveys, clinical evaluations, and performance assessment trends. Feedback loops among cooperating teachers, faculty, and district partners ensure that partnership practices remain current, responsive, and aligned with evolving state requirements and K–6 instructional priorities. (Evidence: [FDLTCC MOA SOUTH RIDGE DIST 2142SIGNED.pdf](#) , [Process of Partnership.pdf](#) , [RolesandResponsibilitesforEducationUnitandDistricts.pdf](#))

Role of the Partnership Beyond Placement

FDLTCC's designated school partnership functions as more than a clinical placement site; it is an active collaborator in teacher preparation. School partners participate in candidate support, clinical evaluation, and shared decision-making related to program effectiveness. The partnership includes co-development of professional development opportunities with FDLTCC faculty and provides meaningful feedback on curriculum, assessment design, and alignment with K-6 instructional needs.

The designated school partner also engages in long-term planning with FDLTCC, aligning teacher preparation efforts with district priorities, Indigenous community values, and regional workforce needs. This collaborative approach ensures that teacher candidates are prepared to meet the realities of Minnesota classrooms while honoring local context and community strengths. (Evidence: [FDLTCC MOA SOUTH RIDGE DIST 2142SIGNED.pdf](#) , [Process of Partnership.pdf](#) , [RolesandResponsibilitesforEducationUnitandDistricts.pdf](#) , [FDLTCC EI Ed Advisory Agenda May 20 2025.pdf](#) , [Field Experience FACT SHEET 1.8.25.pdf](#))

Alignment Between Theory and Practice

The designated school partnership provides explicit and intentional alignment between university coursework and clinical practice. Content related to oral academic language development and multilingual learner instruction, taught in courses such as ANSH 2010 and EDU 3100, is implemented within DSP classrooms, allowing candidates to immediately apply instructional strategies with K-6

students. Minnesota's structured literacy requirements, including evidence-based reading instruction outlined in Minn. Stat. §122A.092, are taught in methods courses and practiced during clinical experiences within DSP schools. (Evidence: EDU 3100 fact sheet: [Field Experience FACT SHEET 1.8.25.pdf](#) , Key Assessment Anish 2010 [04-02-2026 200309.pdf](#) , Edu 3100 Key Assessment- [04-02-2026 201534.pdf](#) , Fall 2023 Language Arts I Section 1 Activity Assessments Aggregated Result [04-02-2026 151924.pdf](#) , Spring 2023 Anshinaabe for the Classroom Section 1 Activity Assessments Aggregated Result [04-02-2026 151315.pdf](#))

Culturally responsive teaching practices, required under SEPs and emphasized throughout the FDLTCC program, are intentionally reinforced in partner classrooms. Candidates design and implement lesson and unit plans aligned with Minnesota Academic Standards and receive feedback from cooperating teachers and university supervisors who share common instructional frameworks. (Evidence: examples of supervisor and cooperating teacher feedback in Watermark: [student teaching watermark](#))

Aligned partnership practices include coordinated professional development for cooperating teachers and candidates, shared instructional frameworks emphasizing structured literacy, multilingual learner supports, and culturally sustaining pedagogy, and joint meetings focused on candidate progress and instructional performance. Opportunities for co-planning between cooperating teachers and university instructors further strengthen coherence between course content and field-based application. (Evidence: [triad meeting](#) and [advisory meeting](#))

Clinical Experiences Within the Designated Partnership

Clinical experiences within the designated school partnership are intentionally structured to support candidate development across increasing levels of responsibility. Early field experiences include observations, tutoring, and small-group instruction. Methods-embedded field experiences provide opportunities to teach mini-lessons, implement structured literacy routines, apply multilingual learner strategies, and plan instruction aligned to Minnesota standards. Student teaching consists of a full-semester placement supported by Edtpa evaluation aligned with SEPs and state expectations. College faculty, supervisors, and cooperating teachers coordinate lesson expectations, planning templates, and evaluation rubrics to promote consistency and clarity. Supervisors conduct regular observations and conferences with candidates and cooperating teachers, and cooperating teachers receive training on evaluations, SEPs, and structured literacy expectations to ensure reliable and valid evaluation practices. (Evidence: [Field Experience FACT SHEET 1.8.25.pdf](#) , student teaching experiences: Watermark: [student teaching watermark](#) , EDPTA student scores: Student 1: 12, 13, 12, Student 2: 15, 14, 16, and Student 3: 16, 15, 15, Edtpa rubric and planning: [EDU 3105 Panning EdTPA #2.pdf](#) , [EDU 3105 Planning EdTPA rubric.pdf](#))

Sustainability and Mission Alignment

The designated school partnership is designed for long-term sustainability and continuous improvement. Structures supporting this collaboration include a formal MOA, shared annual goals, a

dedicated education facilitator, faculty liaisons who meet regularly with school leaders, co-developed professional development opportunities, and advisory representation from DSP leadership. This partnership strongly supports FDLTCC's institutional mission by rooting teacher preparation in culturally responsive, community-based practice. Indigenous community values and language perspectives are intentionally integrated into school-based experiences, supported by advisory input such as Dadibaakonigewin. The partnership ensures that candidates experience consistent learning environments in which they can apply research-based practices, including structured literacy, multilingual learner supports, and culturally sustaining pedagogy. At the same time, the partnership ensures alignment with Minnesota teacher standards, reading legislation, and Standards of Effective Practice expectations. (Evidence: [FDLTCC MOA SOUTH RIDGE DIST 2142SIGNED.pdf](#), [advisory meeting](#))

Summary

FDLTCC's designated school partnership fulfills all requirements of Standard 6 by maintaining a formal, collaborative, multi-year partnership that aligns coursework and clinical practice through shared professional development, instructional frameworks, and coordinated expectations. The partnership participates in ongoing assessment, feedback, and program improvement and sustains a long-term commitment to Indigenous education, culturally responsive teaching, multilingual learner support, and evidence-based reading instruction. Overall, the partnership is substantive, reciprocal, and deeply integrated into the preparation of FDLTCC Elementary Education teacher candidates, contributing significantly to their readiness for Minnesota classrooms.