

Standard 7.

For the purpose of continuous improvement and shared accountability, the unit and designated school partner must maintain an agreement that addresses:

(1) the type of student data that the designated school partner is authorized and willing to share with the candidate and unit regarding student achievement and progress under Minnesota Statutes, section [13.05, subdivision 7](#);

(2) the type of aggregated candidate data that the unit will share with the designated school partner regarding candidate efficacy and survey data under Minnesota Statutes, section [13.05, subdivision 7](#); and

(3) how the unit will solicit feedback and recommendations from candidates, supervisors, and cooperating teachers about clinical experiences with the designated school partner.

Evidence

FDLTCC maintains a comprehensive, formalized data-sharing and shared accountability agreement with its Designated School Partner (DSP) to support continuous improvement, candidate development, and reciprocal responsibility for clinical preparation. This agreement is designed to meet the requirements of Minnesota Statute §13.05, subdivision 7, governing inter-agency data sharing, confidentiality, and appropriate use of educational data, while also ensuring alignment with FERPA and professional standards for educator preparation.

The agreement clearly identifies responsible parties within both organizations. On behalf of FDLTCC, responsibility is shared among the Program Coordinator, Education Facilitator, and Dean. On the DSP side, responsibility includes the Superintendent or authorized designee, building principals, and cooperating teachers. Both the unit and the DSP jointly ensure that all data shared are used appropriately, ethically, and solely for purposes related to candidate preparation, instructional improvement, and program evaluation. Evidence: [Designated school meeting agenda](#).

The primary purpose of the agreement is to ensure legal compliance with state data-sharing requirements while providing candidates with meaningful access to student learning information that enhances instructional planning and reflective practice. The agreement also establishes a structure for ongoing, reciprocal accountability between the unit and the DSP, promoting consistent feedback, review, and continuous improvement of clinical experiences and coursework alignment.

The agreement is reviewed on an annual basis by unit leadership and district partners, including the program coordinator, dean, education facilitator, and district leadership. Revisions are made necessary in response to changes in state regulations, program assessment systems, clinical partnership structures, or DSP instructional and assessment practices. Updates to the agreement are communicated to cooperating teachers, supervisors, and candidates prior to each academic year to ensure clarity and consistent implementation. [FDLTCC EI Ed Advisory Agenda Nov 13 2025 - minutes.pdf](#)

The unit is establishing processes to develop to share only appropriate, FERPA-compliant student data with the unit and candidates. This data will include aggregated classroom-level achievement information, aggregated progress-monitoring data, de-identified student work samples, and curriculum pacing and assessment frameworks. No individually identifiable student data is shared. These data are

used by candidates and faculty to support instructional planning, connect coursework to real classroom contexts, strengthen understanding of assessment, align lesson and unit planning to demonstrated student needs, and reflect on instructional impact and differentiation.

The use of shared student data intentionally supports alignment between theory and practice. For example, candidates enrolled in EDU 3100 integrate DSP progress-monitoring data into oral academic language supports, allowing them to apply theoretical frameworks to authentic student language needs. Similarly, candidates in reading methods courses analyze benchmark data to design structured literacy interventions aligned with Minnesota's evidence-based reading instruction expectations.

In return, the unit shares aggregated candidate data with the DSP; individual candidate data is never disclosed. Shared data include aggregated candidate effectiveness ratings by cohort and placement type, trends in assessment performance (such as lesson planning, structured literacy tasks, multilingual learner supports, and technology integration tasks), summary survey results (including Exit A2 and Supervisor B1 instruments), and aggregate edTPA Task 1 and Task 3 performance data, consistent with Minnesota's board-adopted performance assessment requirements. Evidence: ([Data for EdTPA Metrics survey GPA.pdf](#), [Common Metrics Survey](#)).

DSP leadership uses these aggregate candidate data to evaluate the effectiveness of cooperating teacher mentorship, plan professional development aligned to candidate needs, adjust clinical placement decisions, strengthen alignment between district instructional systems and FDLTCC coursework, and support broader district and school improvement goals. Evidence: ([Common Metrics Survey](#))

FDLTCC also maintains systematic processes for soliciting, analyzing, and using feedback on clinical experiences. Candidate feedback is gathered through surveys administered during and after placements, structured reflection assignments connected to clinical observations, focus groups for student teachers each semester, end-of-semester evaluations embedded in Watermark, and course-level evaluations for field-embedded coursework such as ANSH 2010 and EDU 3100. Supervisors and cooperating teachers provide feedback through observation notes, structured debrief reflections, formal feedback forms, documented email or meeting follow-ups, and participation in partner advisory meetings. Evidence: Student eval: [EDU AMIN 1020-21 Student Evaluation](#).

Feedback data are reviewed each semester and synthesized annually during the unit's Assessment Data Summit. These analyses are used to identify strengths in clinical preparation, address areas for growth, plan professional development in collaboration with DSP partners, revise coursework or clinical sequencing, and improve cooperating teacher support materials. [July 16-18 Data retreat](#)

The program is meeting in partnership with Dist. 2142, specifically South Ridge school and is in the beginning phase of collecting evidence of a fully functioning shared accountability system that includes an active, with the letter of intent with the information for the DSP agreement explicitly addressing student data sharing, candidate data sharing, and feedback processes with the designated partner; documentation of annual review and implementation; samples of aggregated or de-identified data

shared by both parties; aggregated feedback summaries; and documentation of analyses, recommendations, and follow-up actions. The collection will include evidence from data-sharing reports, Watermark dashboards, advisory meeting notes, feedback instruments, clinical expectations documents, co-developed professional development materials, and documentation of DSP participation in curriculum discussions. [South Ridge partnership letter.pdf](#)

The sustainability of the partnership is supported through annual agreement review, shared goals, joint review meetings, common observation frameworks (including Minnesota Standards of Effective Practice), and integration into the unit's continuous improvement cycle. As a result of this shared accountability system, FDLTCC has implemented curriculum revisions in structured literacy, multilingual learner supports, and oral academic language development; enhanced cooperating teacher training; improved alignment between coursework and DSP instructional practices; and refined clinical placement procedures.

Through this comprehensive, compliant, and actively implemented partnership, FDLTCC and its Designated School Partner fully satisfy Standard 7, ensuring lawful data sharing, meaningful feedback, and shared responsibility for the continuous improvement of the Elementary Education (K–6) teacher preparation program.