

Standard 8.

The unit must meet a minimum of two times per year with the designated school partner. The unit must engage in ongoing collaboration with the designated partner to:

- (1) review data including but not limited to data collected under Standards 3 and 7;*
- (2) assess feedback from candidates, supervisors, and cooperating teachers;*
- (3) evaluate the effectiveness of the partnership to meet mutually beneficial short-term and long-term goals; and*
- (4) engage in decision-making processes regarding changes to design and implementation of teacher preparation programs.*

Evidence

The Fond du Lac Tribal and Community College (FDLTCC) Elementary Education (K–6) unit maintains structured, ongoing collaboration with its Designated School Partner (DSP), District 2142, to ensure continuous program improvement and alignment with K-6 district needs. This collaboration is intentionally designed to support joint review of data, assessment of stakeholder feedback, evaluation of partnership effectiveness, and shared decision-making related to program design and implementation, as required under Standard 8.

FDLTCC and its DSP meet a minimum of two times each academic year through formally scheduled partnership meetings held in the fall (September–October) and spring (March–April). These meetings fulfill the requirement for at least twice-yearly engagement and are supported by documented agendas, attendance records, and meeting minutes. Meetings are collaboratively scheduled by the FDLTCC Program Coordinator in partnership with DSP building administrators and district leadership. Meeting frequency and participation are tracked through annual partnership calendars, while agendas and minutes are securely stored in the unit’s SharePoint system to ensure transparency and continuity. Partnership meetings include consistent representation from both organizations to support sustained collaboration. Participants from FDLTCC typically include the Program Coordinator, Education Facilitator, faculty teaching methods courses, Dean, and university supervisors. DSP representation includes principals, cooperating teachers, alumni, instructional coaches, and district data or assessment personnel. Continuity is maintained by ensuring core representatives regularly attend meetings, allowing for sustained dialogue and informed decision-making over time. (Evidence: [FDLTCC EI Ed Advisory Agenda May 20 2025.pdf](#) [FDLTCC EI Ed Advisory Agenda Nov 13 2025 - minutes.pdf](#))

A central focus of each partnership meeting is the joint review and analysis of data aligned to Unit Standards 3 and 7. Standard 3 data reviewed includes candidate survey data, clinical evaluation results from edTPA, midterm and final assessments, course-embedded performance tasks, structured literacy products, multilingual learner and oral academic language artifacts, and performance assessments such as edTPA Tasks 1 and 3 and Minnesota-required components. FDLTCC presents annual assessment system summaries to ensure shared understanding of candidate performance trends and assessment results. (Evidence: [24-25Faculty & Host Teacher - FDLTCC Education Unit Disposition Evaluation- Teacher Candidates.pdf](#) , [EDU 4500 Student Teaching- Disposition Rubric Detail 04-07-2026 105621.pdf](#) , [FDLTCC Mid Term Student Teaching Observation Evaluation Rubric Detail 11-08-2024 102248.pdf](#) , [FORMS](#)

[FDLTCC Mid & Final Student Teaching Evaluation.pdf](#) , [Spring 2023 Host Teacher- FDLTCC Education Unit Disposition Evaluation- Teacher Candidates.pdf](#))

In alignment with Standard 7, the DSP shares aggregated K–6 student data, including growth measures and progress-monitoring summaries, as permitted under Minnesota data-privacy statutes. FDLTCC, in turn, shares aggregated candidate data related to clinical performance trends and survey results. Data discussions frequently center on trends such as student growth patterns indicating areas where candidates need additional practice in differentiation, edTPA data suggesting a need for enhanced coaching in technology integration, and supervisor feedback highlighting strong cultural responsiveness alongside variability in science inquiry instruction. Structured literacy assessment results aligned with Minnesota statute are also examined. These analyses directly inform shared decisions related to professional development priorities, course and assignment revisions, and cooperating teacher preparation. (Evidence: [FDLTCC EI Ed Advisory Agenda May 20 2025.pdf](#) [FDLTCC EI Ed Advisory Agenda Nov 13 2025 - minutes.pdf](#) , [EDU Fact Sheet 2025-2026 \(1\) \(1\).pdf](#))

The partnership also provides a formal structure for assessing feedback from all participants in the clinical system, including candidates, university supervisors, and cooperating teachers. Candidate feedback is collected through course evaluations, clinical reflections, placement-specific surveys, and exit surveys. Supervisor feedback includes observation notes, edTPA commentary, and end-of-semester reports, while cooperating teacher input is gathered through evaluation forms, informal communications, and insights shared during partnership meetings. FDLTCC aggregates feedback by theme, and DSP representatives provide site-based context and validation. Together, stakeholders identify recurring strengths and areas for growth, such as candidate confidence with multilingual learner strategies, the need for additional lesson-planning support, and strong rapport-building and cultural responsiveness. These findings result in targeted actions such as revisions to field placement tasks, additional professional development for cooperating teachers, updates to assignment rubrics, and adjustments to student-teaching expectations. (Evidence: [Triad-Initial Meeting.pdf](#) , student reflections, supervisor and cooperating teacher feedback: [student teaching watermark](#) , Surveys and evaluations: [Common Metrics](#))

FDLTCC and its DSP also use partnership meetings to evaluate the overall effectiveness of the collaboration. Effectiveness is assessed using multiple indicators, including candidate readiness, clinical placement quality, alignment of coursework with classroom expectations, mutual benefit to the district and the unit, and satisfaction with partnership outcomes. Evidence of mutual benefit includes improved candidate performance in structured literacy aligned with state expectations, increased DSP involvement in program planning beyond the role of a placement site, and co-developed professional development activities that support both teachers and candidates. Meeting minutes document shared conclusions regarding partnership strengths and identified growth areas. (Evidence: [FDLTCC EI Ed Advisory Agenda May 20 2025.pdf](#) [FDLTCC EI Ed Advisory Agenda Nov 13 2025 - minutes.pdf](#) , [EDU Fact Sheet 2025-2026 \(1\) \(1\).pdf](#))

All partnership decisions are documented in a joint action plan that outlines timelines, responsibilities, and follow-up actions. Progress toward implementation is reviewed at subsequent partnership meetings, and evaluation results are integrated into the unit Standard 5 continuous improvement processes. Required evidence supporting Standard 8 includes meeting agendas and minutes, attendance records, data packets, stakeholder feedback summaries, partnership evaluation summaries, and documentation of actions taken and changes implemented as a direct result of collaboration. ((Evidence: [FDLTCC EI Ed Advisory Agenda May 20 2025.pdf](#) [FDLTCC EI Ed Advisory Agenda Nov 13 2025 - minutes.pdf](#) , [EDU Fact Sheet 2025-2026 \(1\) \(1\).pdf](#))

Through this structured, sustained, and data-driven partnership, FDLTCC meets and exceeds the expectations of Standard 8. Ongoing collaboration with the DSP ensures that Elementary Education (K–6) candidate preparation is grounded in authentic K-6 data, responsive to district and community needs, and continuously aligned with Minnesota statutes, teacher standards, and professional expectations.