

Standard 10.

The unit must collaborate with each school partner to ensure that:

- (1) each cooperating teacher paired with a candidate during student teaching and practicum:
 - (a) has at least three years of teaching experience as a teacher of record in the licensure area;
 - (b) holds a professional license aligned to the assignment;
 - (c) has completed professional development in coaching strategies for adult learners; and
 - (d) meets all other requirements in state statute;
- (2) each cooperating teacher paired with a candidate during field experiences:
 - (a) has at least two years of teaching experience;
 - (b) holds a Tier 2 license or professional license aligned to the assignment; and
 - (c) meets all other requirements in state statute; and
- (3) each cooperating teacher receives training that addresses the cooperating teacher's role, program expectations, candidate assessments, procedures, and timelines.

Collaboration with School Partners

Collaborative Process and Roles

The FDLTCC Elementary Education unit maintains strong, ongoing partnerships with K–12 schools across the region—including Cloquet Public Schools, Duluth Public Schools (ISD 709), Fond du Lac Ojibwe School, District 2142, and additional districts within the Northeast Consortium, along with tribal communities throughout the state of Minnesota. Collaboration occurs through formal agreements, Memorandum of Agreement –MOA and consistent communication that ensure all cooperating teachers (CTs) meet state requirements prior to placement. (See evidence: FDLTCC MOU Template.pdf>

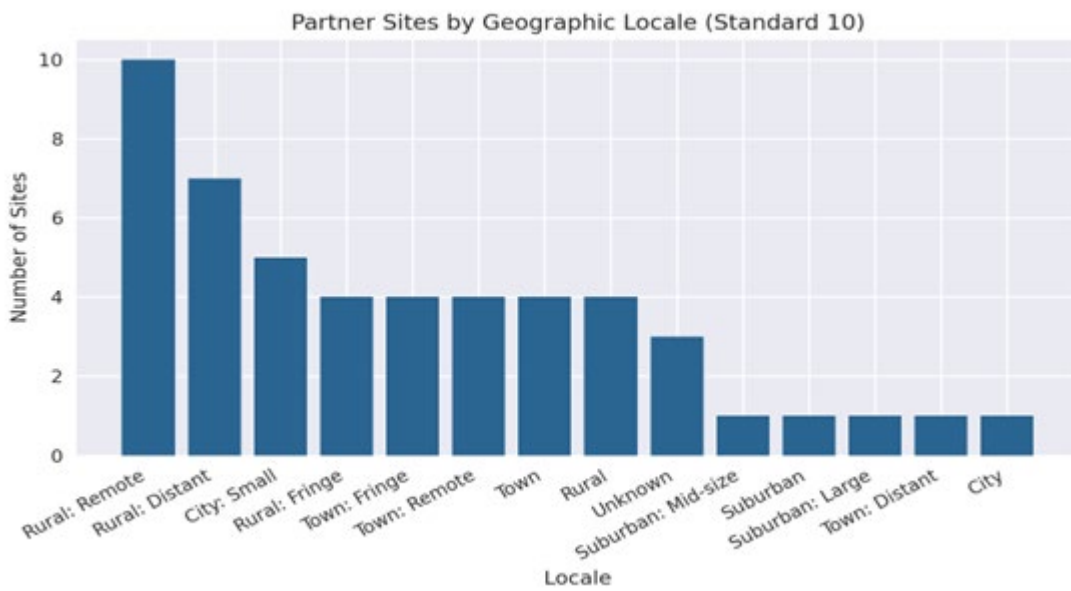
Unit Responsibilities. Before a candidate is placed, the Education Facilitator verifies cooperating teacher licensure and alignment through the PELSB licensure lookup, confirms years of experience and teacher-of-record status through district and/or HR documentation, and records the verification and supporting materials in Watermark. The unit also provides cooperating teacher training on mentoring roles, expectations, assessments, and timelines through orientation sessions delivered via Zoom and in-person as available. Program expectations, candidate needs, and placement timelines are communicated to host and cooperating teachers during orientation and through ongoing email and meeting follow-up, ensuring all requirements are met before candidates begin working with K–12 learners. (See evidence: RolesandResponsibilitiesforEducationUnitandDistricts POWERPOINT FDLTCC 2025 Host Teacher Orientation1 and Search For Educators)

Partner Site Table

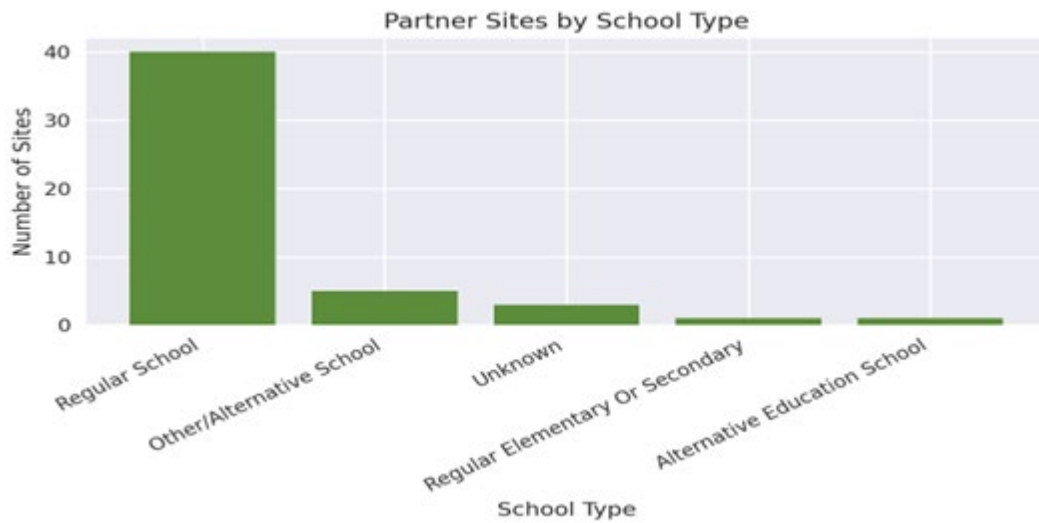
Metric	Value
Total partner sites	50
Partner districts	23
Title I sites (%)	86.0%
Rural sites	25

FDLTCC collaborates with 23 districts across 50 active partner sites. A large share (86%) are Title I schools, and half of

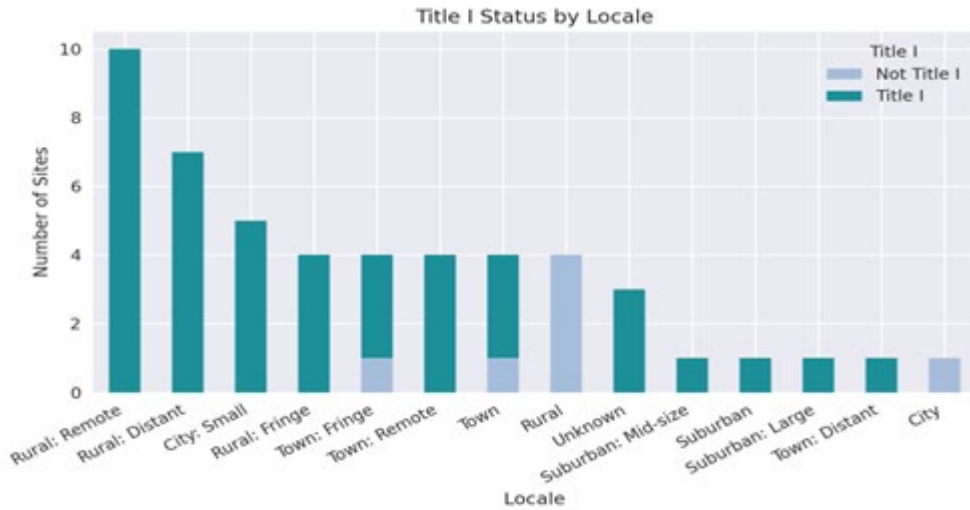
partners are in rural locales, reflecting the program's commitment to serving diverse and high-need P-12 contexts.



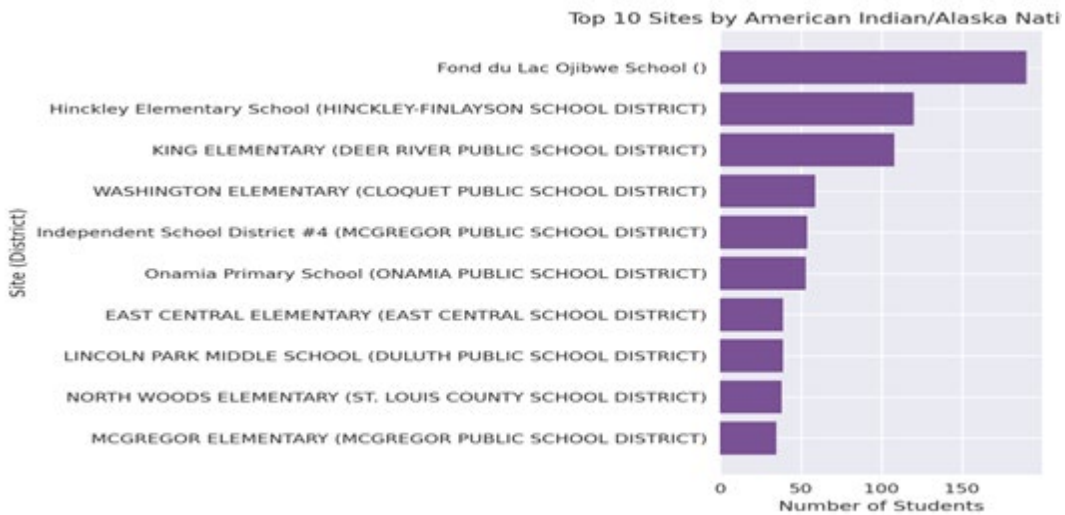
Partner sites span multiple locales with a strong rural presence.



Most sites are regular schools, with additional alternative/other programs expanding placement options.



Title I schools are represented across all locales, underscoring access to high-need contexts.



Many of the sites have high numbers of American Indian students.

Formal Agreements and Selection Protocols. FDLTCC maintains Memoranda of Agreement (MOAs) with partner districts that define expectations for cooperating teacher qualifications under Minnesota rule and statute, describe shared responsibilities for verifying licensure and experience, and outline commitments to ongoing communication and evaluator access. Partner schools participate in the MOA process and identify potential cooperating teachers who meet state requirements, typically through a building principal recommendation. The Education Facilitator reviews each recommended cooperating teacher’s years as teacher of record, licensure tier and alignment to the placement, and other program requirements; all verification materials are documented in Watermark. Candidates are not placed until all cooperating teacher qualifications are verified through the unit’s placement system. Partner schools also notify the unit of any changes to teacher assignment or licensure status so that placements remain compliant and appropriate throughout the clinical experience.

In practice, cooperating teacher selection begins when the building principal recommends an educator for the role. The Education Facilitator then reviews the recommended cooperating teacher's teacher-of-record experience, licensure tier, and licensure-to-placement alignment, as well as any additional unit required documents. (Evidence: [MOA Partner schools](#), see [Roles and Responsibilities for Education Unit and Districts](#) [Process of Partnership](#), [School partnership site data](#))

Communication Channels

Communication with partner schools occurs through email confirmation of cooperating teacher credential verification and placement approvals and phone or virtual meetings when placements require additional coordination. These channels support timely problem-solving and ensure shared understanding of program expectations throughout the placement.

Cooperating Teacher Qualifications for Student Teaching

Ensuring Required Qualifications

FDLTCC requires all cooperating teachers to meet Minnesota Rule requirements. Cooperating teachers must have at least three years of experience as teacher of record in the licensure area, hold a professional license aligned to the assignment, have completed professional development focused on coaching adult learners, and must not be currently on an improvement plan as described in Minnesota Statute 122A.69. The unit gathers and verifies evidence using the PELSB online license lookup, recommendation through the building principal, cooperating teacher self-attestation during onboarding, and documentation of adult-learning coaching professional development (unit-provided). (See [Sec. 122A.69 MN Statutes](#) and [Search For Educators](#))

Collected Documents & Verification Process

The unit collects and securely stores multiple forms of documentation to verify cooperating teacher qualifications and extra licensures, received from PELSB licensure look up which is recorded in our Watermark software program. All records are maintained in Watermark and are available for review as part of the unit's continuous improvement and compliance processes. ([Search For Educators](#))

Cooperating Teacher Orientation

Orientation Structure and Content

All cooperating teachers participate in FDLTCC's Cooperating Teacher Orientation, delivered online and synchronously before each term, with asynchronous access available. Orientation addresses cooperating teacher roles and responsibilities; mentoring and coaching strategies for adult learners; program expectations and major assignments; candidate assessment tools and rubrics; observation cycles and feedback protocols; placement timelines and required documentation; and procedures for addressing concerns and supporting candidates who may be struggling. The education facilitator manually verifies that cooperating teachers have completed the orientation and adult learning training before teacher candidates/student teachers are placed. Host teachers can receive up to 15 CEU hours per semester, and cooperating teachers can receive up to 24 CEU hours per semester.

(See [POWERPOINT FDLTCC 2025 Host Teacher Orientation1](#), [POWERPOINT EI ED Student Teaching Orientation](#))