

## Standard 11.

For candidates seeking an initial professional license, the unit must:

(1) provide a minimum of 100 field experience hours prior to student teaching that includes:

- (a) at least 60 field experience hours that are aligned to the scope and content of the licensure field sought;
- (b) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and
- (c) experience with students with a range of exceptionalities, including students on an individualized education plan; and

(2) provide a minimum of 12 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that:

- (a) is aligned to the scope and content of the licensure field sought;
- (b) is split into no more than two placements where each placement is with a continuous group of students and for continuous weeks in alignment with the school calendar and day;
- (c) includes ongoing observations with actionable feedback to ensure growth and attainment of standards with a minimum of four observations conducted by the cooperating teacher;
- (d) includes ongoing observations with actionable feedback to ensure growth and attainment of standards with a minimum of four observations conducted by the supervisor;
- (e) includes a minimum of three triad meetings with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and
- (f) includes a written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts [8710.2000](#) to [8710.8080](#) and the required professional dispositions.

The FDLTCC Elementary Education (K–6) program ensures that all candidates meet or exceed Minnesota requirements for field experiences and student teaching as outlined in Minn. Stat. §122A.092 and Minn. Rules 8710.2000–8710.8080, including alignment to the Standards of Effective Practice (SEPs). The unit has established deliberate structures for clinical experiences that provide sufficient duration, licensure alignment, supervision, feedback, and documentation to support candidate development and readiness for professional licensure. (Evidence: [Sec. 122A.092 MN Statutes](#) , [8710 - MN Rules Chapter](#) )

### Field Experiences Prior to Student Teaching

Prior to student teaching, all candidates complete a minimum of 100 documented field experience hours, consistent with PELSB requirements. Of these hours, at least 60 are directly aligned to the Elementary Education (K–6) licensure field, ensuring candidates engage meaningfully with core content areas and instructional practices expected of elementary teachers. (See Evidence: [2023-2024 FDLTCC Elementary Education Field Experience and Student Teaching Handbook.pdf see pg. 17 -Field experience courses](#))

FDLTCC tracks all field experience hours through Watermark, which serves as the official system of record for placements, hours, supervising teacher verification, and demographic context of field sites. In addition, course syllabi require candidates to submit verified field experience logs, and cooperating teachers confirm participation through signed field experience forms. A cumulative review of hours occurs at the Mid-Program Checkpoint, ensuring that each candidate has met both the total hour requirement and the licensure-aligned minimum prior to advancing. As education staff and students grew more comfortable and knowledgeable with using the data collection tool, Watermark, more information was saved year after year. (Evidence: [student teaching watermark](#) )

### **Licensure-Aligned Field Experience Activities**

Licensure-aligned field experiences are embedded within methods courses and provide candidates with structured opportunities to apply pedagogical theory in authentic classroom settings. These experiences include, but are not limited to:

- Lesson planning and small-group instruction in English language arts, with emphasis on evidence-based reading practices
- Math mini-lessons aligned to Minnesota Academic Standards
- Participation in science inquiry activities and classroom observations
- Instructional support for social studies civic and cultural lessons
- Classroom management, routines, and community-building activities

By linking field experiences directly to coursework in literacy, mathematics, science, and social studies methods, the program ensures coherence between theory, practice, and licensure expectations. (

Evidence: [2023-2024 FDLTCC Elementary Education Field Experience and Student Teaching Handbook.pdf](#) see pg. 17 (field experience courses), [Experiences with Diverse Learners and Students with Exceptionalities](#) , watermark folder for student examples from field experiences: [Watermark](#))

FDLTCC intentionally places candidates in K-6 school settings that serve diverse student populations, including students from varied racial and ethnic backgrounds, multilingual learners, and students from diverse socioeconomic contexts. Placement data are aggregated and reviewed each semester to verify that all candidates receive exposure consistent with PELSB expectations for diversity in clinical experiences.(Evidence: [MN Report Card school demographics](#)).

In addition, candidates gain experience working with students with exceptionalities through participation in inclusive classroom settings. These experiences include co-teaching opportunities with special education professionals, supporting students receiving Tier 2 and Tier 3 interventions, and working with students who have Individualized Education Programs (IEPs) or 504 plans. FDLTCC partners with school sites known for inclusive programming to ensure that all candidates develop skills related to differentiated instruction, collaboration, and inclusive practice. (Evidence: See [MN Report Card school demographics](#))

### **Student Teaching Structure and Duration**

The Elementary Education program requires a minimum of 14 full-time weeks of face-to-face student teaching, or an equivalent of at least 80% of contracted school hours, in full compliance with Minnesota statute. Student teaching placements are fully aligned with the K-6 licensure field and occur in no more than two placements, each providing continuous instruction with the same group of students over consecutive weeks following the school's academic calendar. Student teaching participation and attendance are documented through attendance logs, supervisor timesheets, and weekly reflective submissions. These mechanisms ensure continuity, instructional immersion, and verification of required instructional time. (Evidence: [student teaching watermark](#) )

### **Observation, Feedback, and Support**

To support candidate growth and readiness for licensure, the program requires a minimum of four formal observations by cooperating teachers and four formal observations by university supervisors during student teaching. Cooperating teacher observations include written feedback aligned to Minnesota Academic Standards and the Standards of Effective Practice, with documentation maintained in Watermark. (Evidence: [student teaching watermark](#) )

University supervisor observations are strategically scheduled across the early, mid, and late phases of student teaching. Observation tools are aligned to SEPs and Elementary Education content standards, and supervisors provide actionable, standards-aligned feedback through written comments, reflective debrief conversations, and goal-setting activities based on observed performance. These feedback cycles directly support candidates' progress toward effective, culturally responsive instruction and evidence-based reading practices. (Evidence: [student teaching watermark](#) )

### **Triad Meetings**

FDLTCC requires three formal triad meetings during student teaching, involving the candidate, cooperating teacher, and university supervisor. The initial triad meeting clarifies expectations, roles, licensure standards, and goals for the placement. The midterm meeting uses EDPTA data and observation evidence to evaluate candidate progress and identify targeted supports. The final triad meeting serves as a summative review, verifying attainment of standards and discussing readiness for licensure and next professional steps. Triad meetings are documented through standardized forms, supervisor logs, and Watermark records. (Evidence: [Student teaching triad mtgs and evaluation, cooperating teacher meeting, Final Disposition assessment spr2024 NG \(1\).pdf](#) ).

### **Summative Evaluation**

At the conclusion of student teaching, university supervisors complete a written summative evaluation addressing all Standards of Effective Practice as defined in Minnesota Rules 8710.2000–8710.8080, as well as Elementary Education content standards and required professional dispositions. Evaluations incorporate evidence from observations, candidate reflections, lesson planning, instructional delivery, assessment practices, and reflective analysis. Particular emphasis is placed on culturally responsive and inclusive instructional practices, consistent with updated SEP expectations. (Evidence: [student teaching watermark](#) , [8710 - MN Rules Chapter](#) )

### **Evidence for Submission**

FDLTCC maintains comprehensive evidence to demonstrate compliance with Standard 11, including aggregated documentation of field experience hours, verified field logs, tracking reports of diversity and exceptionalities exposure, student teaching placement data, attendance records, observation documentation, triad meeting records, and summative evaluations. Additional program materials—such as the education handbook further supports transparency and consistency in clinical practice. (Evidence: [2023-2024 FDLTCC Elementary Education Field Experience and Student Teaching Handbook](#) pg. 22 (Student Teaching))

**Summary**

Through structured, well-documented, and licensure-aligned clinical experiences, FDLTCC ensures that Elementary Education candidates complete extensive field experiences, engage with diverse learners, receive robust supervision and feedback, and demonstrate competence across the Standards of Effective Practice. These structures collectively ensure full compliance with Standard 11 and Minnesota's statutory and regulatory requirements for teacher preparation.