

## Standard 15.

*The unit must ensure each supervisor:*

*(1) is qualified by one of the following:*

*(a) holding or having held a professional license aligned to the licensure field or scope of the license sought by the candidate and at least three years of experience as a teacher of record; or*

*(b) being a current or former E-12 administrator with documented experience in teacher evaluation;*

*(2) completes professional development in coaching strategies for adult learners; and*

*(3) completes training on the program requirements and evaluation procedures for candidates.*

### **Evidence**

The Fond du Lac Tribal and Community College (FDLTCC) Elementary Education (K–6) program ensures that all supervisors assigned to clinical experiences meet the qualifications, preparation, and training requirements outlined in Standard 15 of the Minnesota Unit Standards and Minnesota Rules 8705.1010. The unit maintains a comprehensive and documented system to verify supervisor qualifications, ensure preparation in adult-learner coaching, and provide consistent training in program requirements and candidate evaluation procedures. (Evidence: [8705.1010 - MN Rules Part](#) )

### **Supervisor Qualifications and Verification**

FDLTCC requires each supervisor to meet one of two qualification pathways specified in the rule. Supervisors either (a) hold or have held a professional Minnesota teaching license aligned to the Elementary Education (K–6) licensure field and possess a minimum of three years of experience as a teacher of record, or (b) are current or former E–12 administrators with documented experience conducting teacher evaluations. Supervisor qualifications are verified through licensure documentation, employment records, resumes or curricula vitae, district service letters, principal licensure verification, and documentation of evaluation roles, as applicable. This verification process ensures supervisors possess both the content expertise and professional experience required to support candidate development. (Evidence: [Dawn Quigley.PhD-CV 2025.pdf](#)).

Supervisor assignments are intentionally aligned to candidate licensure fields. The Dean confirms that each supervisor’s licensure area or administrative expertise matches the candidate’s licensure pathway and the expectations of the clinical experience, including alignment to Minnesota Academic Standards, the Standards of Effective Practice (SEPs), and program-specific clinical competencies. This alignment supports relevant, standards-based supervision throughout the clinical experience.

FDLTCC maintains a centralized supervisor qualification file that documents supervisor names, qualification pathway, license verification, years of teaching or evaluation experience, completion of coaching professional development, and completion of training related to program requirements and candidate evaluation. These records are maintained as required evidence for PELSB review and ensure transparency and consistency in supervisor eligibility.

### **Professional Development in Coaching Strategies for Adult Learners**

All supervisors are required to complete professional development focused on coaching strategies for adult learners prior to supervising candidates. Professional development includes training in adult learning theory, coaching practices, constructive and actionable feedback, and trauma-informed and culturally responsive coaching approaches. This preparation equips supervisors to provide evidence-based, non-evaluative feedback; support continuous improvement cycles; and guide candidates in reflection, goal-setting, and professional growth.

Coaching professional development is delivered through multiple formats, including annual supervisor workshops, recorded online training modules, coaching framework handbooks, and scenario-based calibration activities. Completion of coaching professional development is tracked through Watermark, a supervisor professional development tracking spreadsheet maintained by the Assessment and Data Steward, and annual supervisor onboarding checklists. Supervisors must demonstrate full compliance with coaching professional development requirements before being assigned to candidates.

### **Training on Program Requirements and Candidate Evaluation Procedures**

In addition to coaching preparation, FDLTCC requires supervisors to complete formal training on program requirements and candidate evaluation procedures. Training includes an overview of the Standards of Effective Practice (Minnesota Rules 8710.2000), Elementary Education content standards, structured literacy requirements under Minnesota Statute §122A.092, and clinical expectations outlined in Unit Standards 11–14. Supervisors are also trained in field experience and student teaching handbooks, triad meeting structures, and communication expectations.

Supervisors receive explicit training in evaluation procedures, including the use of the EDTPA or approved unit rubrics, alignment of feedback to content standards and SEPs (*See evidence: [NG 2 FDLTCC SEP Observation](#)*), consistent evaluation of dispositions, documentation of observations in Watermark, and completion of midterm and final evaluations with fidelity. Supervisors are trained to provide written, actionable feedback that supports candidate growth and professional readiness.

Training is ongoing rather than one time. The unit provides annual calibration sessions, mid-semester review meetings, updates to evaluation tools, and continuous improvement feedback loops aligned with Standard 5 processes. Supervisors may not begin supervision until completion of required coaching professional development, evaluation training, and program-requirement training is documented. Completion logs with dates are maintained for PELSB review.

### **Standardization and Monitoring of Supervision Practices**

To ensure consistency in supervision and evaluation, FDLTCC uses standardized tools across all clinical experiences. These include common observation rubrics, feedback templates, triad meeting agendas, supervisor handbooks, and evaluation and disposition forms. Calibration practices such as reviewing sample observation videos, scoring comparison sessions, and fidelity checks conducted by the Dean further support reliability and consistency among supervisors.

The unit monitors supervisor effectiveness through candidate feedback, cooperating teacher feedback, and faculty input regarding supervisor communication, consistency, and support. These data are reviewed as part of the unit's continuous improvement system and inform refinements to supervisor training and support structures.

**Summary**

Through its structured supervisor qualification system, required professional development, comprehensive training, and ongoing monitoring, FDLTCC ensures that all supervisors are fully qualified and well prepared to support candidate growth. Supervisors are trained in adult-learner coaching, equipped to evaluate candidates using standardized and calibrated processes, and monitored for fidelity, effectiveness, and compliance. This system ensures high quality, equitable, and standards-aligned supervision across all Elementary Education clinical experiences and meets PELSB requirements under Standard 15.