

## Sub. 3 Standards for Clinical Experiences

### Standard 9.

*The unit and each school partner must maintain an agreement that addresses:*

- (1) the expectations for the candidate during a clinical experience;*
- (2) the responsibilities held by the school partner during a clinical experience;*
- (3) the grounds for removing a candidate from a clinical experience and the process for removal; and*
- (4) the process for identifying cooperating teachers who model:
  - (a) effective instruction, including the use of state academic standards or, if unavailable, national discipline-specific standards; and*
  - (b) culturally responsive teaching.**

The Fond du Lac Tribal and Community College (FDLTCC) Elementary Education (K–6) program maintains formal, written agreements with each school partner to ensure high-quality clinical experiences that are transparent, equitable, and fully aligned with Minnesota Rules 8705.1010, Subpart 1. These agreements clearly articulate expectations for teacher candidates, define the responsibilities of school partners, establish structured processes for candidate removal, and outline rigorous criteria and procedures for identifying cooperating teachers (CTs) who model effective, standards-based, and culturally responsive instruction. (Evidence: See [FDLTCC MOA Letter to Partnering District Spring 2023](#).)

#### Formation and Oversight of Clinical Agreements

FDLTCC establishes and maintains clinical experience agreements through a formal, multi-step process designed to ensure legal compliance, clarity of roles, and shared responsibility between the unit and its school partners. The Program Coordinator and Education Facilitator develop agreement language aligned to Minnesota Rules 8705.1010, explicitly addressing candidate expectations, school partner responsibilities, removal procedures, and cooperating teacher selection criteria. (Evidence: [8705.1010 - MN Rules Part](#) , [MOA Partnerships](#) , [RolesandResponsibilitiesforEducationUnitandDistricts](#))

Agreements are reviewed by district or school partner administrators, including superintendents, principals, or their designees, to ensure alignment with district policies, instructional frameworks, and professional expectations. Once approved, agreements are signed by both parties and implemented for the designated academic year. Agreements are reviewed annually and formally renewed on a five-year cycle to ensure continued compliance and relevance. (Evidence: [MOA Partnerships](#) )

Signed agreements are distributed to district administrators, host teachers, cooperating teachers, university supervisors, and teacher candidates. Agreement expectations are reviewed during clinical orientation sessions and documented in see [Roles and Responsibilities for Education Unit and Districts](#), ensuring that all stakeholders have consistent access to current requirements. (Evidence: [MOA Partnerships](#), [RolesandResponsibilitiesforEducationUnitandDistricts](#)).

Oversight of agreements is shared among the Program Coordinator and Education facilitator. Agreements are reviewed annually during summer planning and data retreats, with mid-year revisions

made as needed. Updates are communicated to school partners through email and discussed with cooperating teachers and candidates during orientation meetings and beginning-of-semester reviews.

#### Candidate Expectations During Clinical Experiences

Formal agreements clearly define expectations for teacher candidates across professional conduct, instructional practice, attendance and dispositions, and reflective growth. Candidates are expected to adhere to the Minnesota Code of Ethics for Teachers, demonstrating confidentiality, honesty, non-discrimination, and concern for student safety. Candidates must follow all school and district professional norms, policies, and procedures. (See [Orientation Packet Folder](#))

Teacher candidates are required to maintain consistent attendance, punctuality, and reliability throughout their placements. They are expected to communicate absences promptly and demonstrate professionalism, collaboration, and responsiveness to feedback from host teachers, cooperating teachers, and supervisors. (See [Orientation Packet Folder](#))

Instructionally, candidates are expected to plan and implement lessons aligned with Minnesota Academic Standards. Candidates engage in structured literacy practices consistent with Minnesota teacher preparation requirements under Minn. Stat. §122A.092 and implement culturally responsive instructional strategies aligned with Minnesota’s Standards of Effective Practice (SEPs). Ongoing use of formative assessment is required to monitor student learning and inform instructional decisions. (Evidence: [Sec. 122A.092 MN Statutes](#) , and [8710.2000 - MN Rules Part](#) , [FDLTCC EDU 3100 Language Arts I](#), [FDLTCC EDU 3101 Lanaguage Arts II](#)).

Candidates engage in continuous reflection and professional growth through regular reflective activities, coaching conversations, and documentation of instructional outcomes. Expectations are communicated through placement emails, clinical orientation sessions, the Education Handbook (Appendix E Teacher Candidate Commitment to Professional Disposition with signed acknowledgment), course syllabi and FACT & Expectations documents, and CT–Supervisor–Candidate triad meetings. (Evidence: [Orientation Packet Folder](#) , [Handbook pg 41 Appendix E Teacher Candidate Commitment to Professional Disposition with signed acknowledgment](#), [FACT SHEET & EXPECTATIONS FOR HOST & C.T](#) )

#### Responsibilities of School Partners

Agreements clearly outline the responsibilities of school partners to ensure successful clinical experiences. District and school administrators are responsible for providing placements that meet unit expectations under Minnesota Rules 8705.1010. Administrators ensure that host and cooperating teachers meet established selection criteria and support effective communication related to observations, candidate access, and scheduling. (Evidence: [8705.1010 - MN Rules Part](#) and see [RolesandResponsibilitesforEducationUnitandDistricts](#) and [Process of Partnership](#)).

Host teachers and cooperating teachers are required to model effective instruction aligned with Minnesota Academic Standards and demonstrate culturally responsive teaching practices consistent

with the SEPs. Cooperating teachers provide mentoring through co-planning, observation, feedback, and coaching conversations. They complete evaluations of teacher candidate performance, dispositions, and assessments, and participate in meetings with university supervisors. (Evidence:

[Spring 2023 Host Teacher- FDLTCC Education Unit Disposition Evaluation- Teacher Candidates](#) , and [24-25 Faculty & Host Teacher - FDLTCC Education Unit Disposition Evaluation- Teacher Candidates](#)

Responsibilities are communicated through multiple channels, including written agreements, email correspondence, orientation meetings, and regular communication from the Education facilitator.

(Evidence: [MOA Partnership](#), [Roles and Responsibilities for Education Unit and Districts](#), [Orientation Packet Folder](#)).

#### Grounds and Process for Candidate Removal

Formal agreements and the education handbook clearly articulate grounds for candidate removal to ensure fairness, transparency, and due process. Grounds for removal include violations of the Minnesota Code of Ethics, safety concerns, persistent unprofessional behavior, documentation of concerning dispositions, repeated refusal to implement instructional expectations, or failure to respond to remediation plans. When concerns arise, they may be initiated by host teachers, cooperating with teachers, supervisors, administrators, or program coordinators. Concerns are documented using written evidence such as observation notes, emails, and coaching records. A triad or administrative meeting is convened with the candidate, Program Coordinator, and district or school leadership to review concerns. Decisions are issued in writing, outlining next steps and available options. Depending on severity, candidates may pursue remediation, reassignment, or termination of placement. Documentation includes signed acknowledgments, de-identified removal of summaries, communication logs, and remediation plans when applicable. (Evidence: [Education Handbook section Dismissal from Elementary Education Program pg. 14](#) and [MOA Partnerships](#))

#### Identification and Selection of Cooperating Teachers

FDLTCC and its school partners collaborate to identify cooperating teachers who exemplify effective instruction and culturally responsive teaching. Selection criteria include positive evaluation histories, demonstrated alignment to Minnesota Academic Standards, strong assessment practices, and evidence of student growth. Cooperating teachers must also demonstrate culturally responsive practices aligned with the SEPs, including inclusive instruction, differentiation for multilingual learners, and culturally sustaining strategies. District administrators nominate qualified teachers based on licensure (Tier 4 K–6), principal recommendation, and instructional performance. FDLTCC reviews nominations using a cooperating teacher screening rubric, and selections are jointly confirmed. Annual CT agreements are signed to formalize the role. Verification includes review of lesson plans, administrator observation notes, supervisor feedback, and aggregate evidence of instructional impact. Examples of qualifying practices include implementation of structured literacy under Minn. Stat. §122A.092, embedding oral academic language routines, differentiation for multilingual learners, and consistent alignment to Minnesota Academic Standards. (Evidence: [Process of Partnership](#)).

### Summary

Through clearly articulated, annually reviewed formal agreements with each school partner, FDLTCC ensures transparent and consistent candidate expectations, clearly defined school partner responsibilities, fair and documented candidate removal processes, and rigorous identification of cooperating teachers who model effective, culturally responsive, standards-based instruction. These agreements support high-quality, equitable clinical experiences and demonstrate full alignment with Minnesota Rules 8705.1010 and PELSB expectations.