

Standard 26.

The unit must require and document for each teacher educator:

(1) completion of ongoing professional development opportunities related to the teacher educator's area of instruction focusing on research-based best practices;

(2) completion of 30 hours in a three-year period of professional involvement in an early childhood, elementary, or secondary school setting aligned to the area of instruction that must include at least one of the following: teaching, tutoring, supervising candidates in the field, completing observations, school-level consulting, or engaging with a professional learning community; and

(3) completion of periodic orientation on requirements in chapters 8705 and 8710 and MN Statutes, chapter 122A.

Evidence

Fond du Lac Tribal & Community College (FDLTCC) believes that teacher educators must remain active learners, closely connected to PK–12 classrooms, and current in their understanding of Minnesota statutes and licensure expectations. These commitments mirror the qualities we expect teacher candidates to demonstrate: continuous professional growth, responsiveness to learners, and accountability to professional standards. In alignment with Standard 26, the Elementary Education Unit requires and documents ongoing professional development, regular engagement in school settings, and periodic orientation to Minnesota rules and statutes for every teacher educator.

The unit requires ongoing professional development (PD) for all teacher educators, aligned to their specific instructional or supervisory roles and grounded in research-based best practices. Faculty participate in unit-provided professional development (e.g., structured literacy, science of reading, culturally sustaining pedagogy, multilingual learner supports, clinical supervision), institution-wide faculty development days, and external PD such as statewide teacher preparation conferences, PELSB updates, and Indigenous education convenings. Teacher educators select PD that strengthens content knowledge, pedagogy, supervision practice, or program improvement relevant to their teaching assignments (Evidence: [EDU Professional Development 2025](#), [Professional Development for Education 2025 2026 Heidi Ojibawy Careiall.jpg](#).)

Professional development participation is documented and monitored through a centralized compliance spreadsheet that lists each teacher educator, area of instruction, PD activity titles, dates, and alignment notes. Teacher educators submit evidence of PD (certificates, agendas, reflections), which is verified by the Dean. PD completion is reviewed annually as part of faculty expectations, ensuring sustained engagement rather than one-time compliance (Evidence: [EDU Professional Development 2025](#) [Professional Development for Education 2025-2026](#), [Heidi Ojibawy Careiall.jpg](#).)

In addition to professional development, the unit requires a minimum of 30 hours within a rolling three-year period of professional involvement in early childhood, elementary, or secondary school settings, aligned to each educator's instructional role. Qualifying activities include teaching or co-teaching, tutoring, supervising teacher candidates, completing classroom observations, school-level consulting, participation in professional learning communities (PLCs), and engagement with Indigenous schools or tribal education programs. This requirement ensures faculty remain grounded in the realities

of PK–12 classrooms and connected to current instructional contexts (Evidence: [EDU Professional Development 2025](#), [Professional Development for Education Heidi Ojibawy Careiall.jpg](#), [Professional Development](#)).

The unit actively supports teacher educators in completing required PK–12 engagement hours. Faculty are connected to partner schools, supported in supervising candidates (which counts toward hours), and provided with documentation templates to record their involvement. Teacher educators verify their engagement through logs, reflective summaries, sign-in sheets, or supervisor verification forms. Hours are tracked in the centralized compliance spreadsheet and reviewed annually to ensure progress toward the three-year requirement (Evidence: [EDU Professional Development 2025](#) [Professional Development for Education 2025 2026 Heidi Ojibawy Careiall.jpg](#), [Professional Development.pdf](#))

FDLTCC also requires periodic orientation for all teacher educators on Minnesota Rules 8705 and 8710 and Minnesota Statutes, chapter 122A. Orientation sessions cover licensure standards, structured literacy requirements, performance assessment expectations, clinical requirements, the Standards of Effective Practice, and any statutory or regulatory updates issued by PELSB. Orientation occurs annually prior to fall semester, whenever significant rule changes occur, and as part of onboarding for all new teacher educators (Evidence: orientation agendas: [New Faculty Orientation--Fall 2025 and Spring 2026 Agenda](#))

Completion of orientation is documented through attendance logs and recorded in the centralized compliance spreadsheet. This documentation ensures that every teacher educator has current knowledge of state requirements shaping teacher preparation and licensure, and that new and continuing faculty are equally informed (Evidence: [August 21 Mtg Minutes](#)).

Responsibility for implementing and monitoring Standard 26 is shared across unit leadership. The Program Coordinator verifies PD alignment, approves PK–12 engagement hours, and ensures orientation completion; the Assessment/Data Steward maintains the compliance spreadsheet and flags missing or overdue requirements; and the Dean of Academics reviews compliance during annual appointment cycles and initiates corrective action when necessary. Annual compliance reviews are conducted to confirm that all three components of the standard are met for every teacher educator (Evidence: [2025-2026 FDLTCC Elementary Education Handbook Updated 03-2026 \(3\).pdf](#) pg. 31 & 71).

When gaps or deficiencies are identified, the unit follows a documented corrective action process. Teacher educators are notified in writing, through the use of Northstar, of missing requirements, provided timelines for completion, and supported in identifying appropriate PD or engagement opportunities. If requirements remain unmet, teaching or supervision assignments may be paused until compliance is restored. Northstar is the notification process to receive a flag a student's work may be missing. All corrective actions and resolutions are documented within the compliance system using Northstar as a communication tool. (Evidence: [Northstart 114036 fdlcc.starfishsolutions.com](#))

Through these structured, transparent systems, FDLTCC ensures that all teacher educators: (1) engage in ongoing, research-based professional learning aligned to their instructional roles; (2) maintain at least

30 hours of authentic PK–12 school engagement every three years; and (3) receive regular orientation to Minnesota’s statutes and licensure rules. These practices fully meet the expectations of PELSB Standard 26 and reinforce a culture of professional responsibility, continuous learning, and strong school-based connection across the unit.