





TO: Higher Education Committee

FROM: John L. D'Agati 

SUBJECT: Proposed Amendments to Sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education Relating to Student Teaching Requirements for Teacher Certification and the Registration of Teacher Preparation Programs

DATE: April 1, 2019

AUTHORIZATION(S):  

SUMMARY

Issue for Decision

Should the Board of Regents adopt proposed amendments to sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education relating to student teaching requirements for teacher certification and the registration of teacher preparation programs?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

The proposed amendments are submitted to the Higher Education Committee for adoption as a permanent rule at its April 2019 Board of Regents meeting. Attached is a copy of the proposed amendments (Attachment C).

Procedural History

A Notice of Proposed Rule Making was published in the State Register on December 26, 2018. Supporting materials for the proposed amendments are available upon request from the Secretary to the Board of Regents. Following the 60-day comment period under the State Administrative Procedure Act, the Department received several comments on the proposed amendments. An Assessment of Public Comment is included as Attachment D.

Background Information

The quality of the preparatory experience of aspiring teachers in New York State can vary significantly. In developing our plan under the Every Student Succeeds Act (ESSA) to ensure that all students have equitable access to effective instruction, the Department relied on recent research which shows that the quality of the preparation that aspiring teachers receive is a key factor in determining whether those educators enter and remain in the profession.¹ There is also an important relationship between educator preparation and positive effects on student outcomes.²

New York's current field experience and student teaching requirements have been in effect since January 2000. (Currently, each candidate must do, at a minimum, two 20-day placements or a single 40-day placement.) Since then, there has been a national trend to increase clinical practice in teacher preparation programs. In 2010, the National Council for Accreditation of Teacher Education Blue Ribbon Panel report placed clinical practice at the center of teacher preparation, providing teacher candidates with the opportunity to connect theory with practice.³ The U.S. Department of Education, Council

¹ See, e.g., Ingersoll, R., Merrill, L., and May, H., "What are the effects of teacher education and preparation on beginning teacher attrition?" Research Report (#RR-82) (Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania, 2014) (teacher candidates who complete programs that emphasize clinical practice are less likely to leave the profession after their first year in the classroom) <http://www.cpre.org/prep-effects>; Guha, R., Hyler, M.E., and Darling-Hammond, L., "The Teacher Residency: An Innovative Model for Preparing Teachers" (Palo Alto, CA: Learning Policy Institute, 2016) <https://learningpolicyinstitute.org/product/teacher-residency>; Carver-Thomas, D., *Diversifying the teaching profession: How to recruit and retain teachers of color* (Palo Alto, CA: Learning Policy Institute, 2018) (Increased access to high-quality preparation, including at least a semester of student teaching, can improve the chances of teachers of color feeling successful in the classroom and continuing to teach long term) [https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying Teaching Profession REPORT 0.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying%20Teaching%20Profession%20REPORT%200.pdf).

² Boyd, D., Grossman, P.L., Lankford, H., Loeb, S., & Wyckoff, J., "Teacher Preparation and Student Achievement," *Educational Evaluation and Policy Analysis* 31(4), 416-440 (2009) (teacher candidates who complete programs that emphasize clinical practice are more effective during their first year of teaching) <http://journals.sagepub.com/doi/abs/10.3102/0162373709353129>. See also Fraser, James W. and Audra M. Watson, "Why Clinical Experience and Mentoring are Replacing Student Teaching on the Best Campuses" (Princeton: Woodrow Wilson National Fellowship Foundation, 2014) (positing "short stays in classrooms intensify the unacknowledged stereotypes and biases that many student teachers bring to their work with students of color" and "provide superficial, rather than deep, understandings of students' lives, communities, and cultures"), retrieved from <https://eric.ed.gov/?id=ED562067>.

³ National Council for Accreditation of Teacher Education, *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers* (2010), retrieved from <https://eric.ed.gov/?id=ED512807>.

of Chief State School Officers, and American Federation of Teachers joined the call for quality clinical practice in teacher preparation programs.⁴ The American Association of Colleges for Teacher Education Clinical Practice Commission recently released a report to help the field develop a common understanding of clinical practice and stated that, “clinical practice serves as the central framework through which all teacher preparation programming is conceptualized and designed.”⁵

As a result, states are following the guiding principle that more clinical experiences—intentionally constructed in partnership between P-12 and higher education, and with a focus on quality in addition to quantity—are better in teacher preparation programs. For example, as of July 2018, Louisiana requires a one-year residency, with 180 hours of clinical experiences prior to it. Effective September 2018, New Jersey is requiring 50 hours of clinical experiences and 175 hours of clinical practice (225 hours total) prior to the full-time semester of student teaching. By 2015, 34 states had moved to require a clinical practice placement of 10 weeks or longer, including all of New York’s neighboring states.⁶

Accordingly, building on the recommendations of the TeachNY Advisory Council and the edTPA Task Force, the Department convened a Clinical Practice Work Group in June 2017 to explore current practice and make recommendations for changes if deemed appropriate. The Work Group was composed of members from the P-12 and higher education communities from across the state (Attachment A) and met eight times from June 2017 through March 2018 to develop recommendations for updating the regulations.

The Work Group developed recommendations, which were presented to the Higher Education Committee of the Board of Regents in May of 2018 (Attachment B). The proposed regulation amendments are based, in part, on those recommendations.

Proposed Amendments

The proposed amendments to Sections 52.21 and 80-3.7 of the Commissioner’s Regulations are designed to create greater coherence with other statutory and Department initiatives related to ensuring that all educators have the knowledge and skills necessary to meet the needs of all students. Specifically, the amendments further align the Commissioner’s Regulations with requirements related to the Department’s federally approved Every Student Succeeds Act (ESSA) plan.

⁴ United States Department of Education, *Our future, our teachers* (2011), retrieved from <http://www.ed.gov/sites/default/files/our-future-our-teachers.pdf>; Council of Chief State School Officers, *Our responsibility, our promise: Transforming educator preparation and entry into the profession* (2012), retrieved from https://www.ccsso.org/sites/default/files/2017-10/Our%20Responsibility%20Our%20Promise_2012.pdf; American Federation of Teachers, “Raising the bar: Aligning and elevating teacher preparation and the teaching profession” (2013) (survey reveals top problem experienced by teachers in their own training program is a failure to prepare them for the challenges of teaching in the “real world”; quality, depth, and duration of clinical experience is key) <http://www.highered.nysed.gov/pdf/raisingthebar2012.pdf>.

⁵ American Association of Colleges for Teacher Education, *A pivot toward clinical practice, its lexicon, and the renewal of educator preparation* (2018), p. 14. Retrieved from <https://aacte.org/professional-development-and-events/clinical-practice-commission-press-conference>

⁶ National Council for Teacher Quality, Student Teaching national results, *State Teacher Policy Database*. [Data set] (2015), retrieved from <https://www.nctq.org/yearbook/national/Student-Teaching-69>.

Proposed Amendments to Section 52.21

The proposed changes to teacher preparation programs include:

- Strengthening the Department's expectations for collaboration between teacher preparation programs and their partner schools and districts by requiring them to establish, maintain, and review Memoranda of Understanding or similar collaborative agreements to systematically improve teacher preparation and the teaching and learning for all involved in collaborative clinical experiences;
- Requiring the student teaching experience to be at least a full semester (at least 14 weeks), full time, and in alignment with the daily schedule and annual school calendar. Candidates pursuing more than one certificate title, may complete two placements each of at least 7 weeks. The student teaching experience must be designed to provide candidates with opportunities to hone their practices in alignment with the New York State Teaching Standards and shall carry the number of semester hours required to obtain full-time status at the institution to ensure qualification for financial aid.
- Exempting certain experienced teachers from the 100 clock hour field experience requirement and the full-semester student teaching experience, and requiring that they instead complete at least 50 clock hours of student teaching. This exemption would apply to candidates who have previously completed an approved New York State teacher preparation program, those who hold a National Board certificate, and those with at least one year of effective teaching experience under a valid New York State or out-of-state teaching certificate. This change streamlines the regulations for already-certified teachers, which currently require different amounts of hours for field experiences and student teaching, depending on the certificate title.
- Strengthening the Department's expectations for both school-based educators (cooperating teachers) and university-based teacher educators (supervisors) by requiring them to participate in professional learning that focuses on the provision of effective clinical supervision. University-based teacher educators engaged in clinical supervision shall be involved in program development as appropriate; and have at least three years of full-time teaching or related experience in any grade, pre-kindergarten through 12. School-based teacher educators who work with candidates during student teaching must be certified in the subject area of certification sought by the teacher candidate or in a related area; and have at least three years of full-time teaching experience or the equivalent, in an educational setting, in the subject area of certification sought by the teacher candidate or in a related area; and be designated by the school or district as a school-based teacher educator; or be rated effective or highly effective in their most recent annual professional performance review.

Proposed Amendments to Section 80-3.7

Section 80-3.7 of the Commissioner's Regulations outlines the requirements for certification through the individual evaluation pathway. Currently, the coursework requirements for the individual evaluation pathway for certification are based on the educational study requirements for New York State approved teacher preparation programs, including student teaching. As a result, the student teaching requirement for the individual evaluation pathway for certification in Section 80-3.7 needs to change to align with the student teaching experience requirement proposed in Section 52.21.

The proposed changes to Section 80-3.7 would require candidates who apply for a certificate through the individual evaluation pathway to satisfactorily complete a 14-week, full-time, college-supervised student teaching experience. They could satisfactorily complete 70 full-time school days or 140 half-time school days as an employed teacher, provided that the employment must include at least one continuous period of no fewer than 35 days.

Timeline

The proposed regulatory amendments to student teaching described in Section 52.21 would apply to candidates who first enroll in a registered program in the Fall 2022 semester or thereafter. Therefore, the first cohort of students graduating from a traditional four-year program that will be impacted by the proposed amendment is the cohort graduating in the 2025-2026 academic year. Those entering a two-year master's degree program leading to an initial certificate will need to complete the clinical experience by 2023-24.

This timeline provides teacher preparation programs with sufficient time to make revisions, if needed, to align their program requirements with the proposed clinical experience requirements.

Consistent with the requirements for certificate holders graduating from a traditional registered program, the proposed regulatory amendments to the individual evaluation pathway outlined in Section 80-3.7 of the Commissioner's regulations would apply to candidates applying for certification on or after September 1, 2026.

Related Regents Items

December 2018: <http://www.regents.nysed.gov/common/regents/files/1218hed3.pdf>

May 2018: <http://www.regents.nysed.gov/common/regents/files/518hed2.pdf>

January 2017: <http://www.regents.nysed.gov/common/regents/files/117hed2.pdf>

Recommendation

Department staff recommends that the Board of Regents take the following action:

VOTED: That sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education be amended, effective April 24, 2019, as submitted.

Timetable for Implementation

If adopted at the April 2019 meeting, the proposed amendments will become effective on April 24, 2019.

Clinical Practice Work Group

Name	Position	Organization
Alexandre, Shandra	Special Education, Early Childhood Education Teacher	NYC DOE
Armitage, Deirdre	Director of Fieldwork	CUNY College of Staten Island
Ashby, Christine	Associate Professor	Syracuse University
Bedford, April (co-chair)	Dean, School of Education	CUNY Brooklyn College
Bischoping, Scott (co-chair)	District Superintendent	Wayne-Finger Lakes BOCES
Brown, Nichole	Director, Field Placement Office	SUNY Oswego
Cantaffa, David	Assistant Provost for Educator Preparation	SUNY
Chilla, Cole	Senior Advisor, Div. of Teaching and Learning	NYC DOE
Danna, Stephen	Dean	SUNY Plattsburgh at Queensbury
DeMoss, Karen	Director, Sustainable Funding Project	Bank Street College
Earley, Terry	Assessment Coordinator for the Professional Educational Program	SUNY Stony Brook
Ferraro, Michele	Educational Liaison	NYC DOE
Franklin, Jeremiah	Mathematics Teacher	Arkport Central SD
Franks, Tanisha	Educational Liaison	United Federation of Teachers
Gerwin, David	Associate Professor	CUNY Queens College
Greenblatt, Deborah	Assistant Professor	Manhattan College
Guiney, Amy	Director, Center for School Partnerships & Teacher Certification	SUNY Potsdam
Herrington, Pam	Science Teacher	East Syracuse Minoa Central SD
Infante, Ileana	Director, Office of Clinical Experiences	CUNY Hunter College
Lembo, Leah	Assistant in Research and Education Services	NYS United Teachers
Meyers, Lesli	Superintendent	Brockport Central School District
McDonald, Colleen	Grant site director for NBPTS NY SEED and NEA grants	Consultant
McLane, Margaret	Dean, School of Education; Interim Provost	The College of Saint Rose
Mundo, Jennifer	Fifth Grade Teacher	Port Chester Rye Union Free SD

Name	Position	Organization
Pacheco, Maria S	Spanish Teacher	Mohonasen Central SD
Pagano, Angela	Associate Professor	SUNY Cortland
Paterson, Wendy	Dean	SUNY Buffalo State
Pignatosi, Frank	Visiting Assistant Professor	New York University
Shanley, Deb	Interim Dean	CUNY Lehman College
Spring, Jennifer	Superintendent	Cohoes City School District
Strait, Bradley	Elementary Principal	Broadalbin-Perth Central SD
Vega, Joaquin	High School Principal	NYC DOE Bronx International HS
Way, Amy	Executive Director, Office of Teacher Recruitment and Quality	NYC Department of Education
Wortham, Deborah	Superintendent	East Ramapo Central School District

**Clinical Practice Work Group Final Recommendations
March 2018**

<p>I. Clinical Partnerships</p> <p>1. Educator preparation programs, in collaboration with the applicable entity(ies), including but not limited to schools, school districts/LEAs, school networks, and community-based organizations, shall establish, maintain, and review meaningful partnerships through memoranda of understanding or similar collaborative agreements for the purpose of systematically improving the preparation of teachers and the teaching and learning for all involved in collaborative clinical experiences.</p>
<p>II. Clinical Experiences</p> <p>1. Clinical experiences shall provide teacher candidates intentionally designed, sequential, and scaffolded learning experiences that progress from foundational through intermediate to culminating clinical placements and include ongoing opportunities for reflection and assessment.</p> <ul style="list-style-type: none"> a. Foundational clinical experiences shall include, but are not limited to, meaningful engagement with P-12 educators and, as applicable, community-based educators demonstrating practices that support student learning and development. b. Intermediate clinical experiences shall include application of practices that support student learning and development in a setting facilitated by certified P-12 educators and, as applicable, community-based educators and supervised by higher education faculty/staff. c. The culminating clinical experience must be designed to provide teacher candidates opportunities to hone their practices in alignment with the New York State Teaching Standards in a classroom that is co-supervised by higher education faculty/staff and a certified P-12 teacher in the subject area of certification sought by the teacher candidate. <p>2. Through the combination of foundational, intermediate, and culminating clinical experiences, the program must provide each teacher candidate with experiences in a variety of communities, including designated high-needs schools, and with diverse student populations, which includes, but not limited to, diversity in culture, socio-economic status, and academic proficiency. Clinical experiences shall include access to the full range of teacher experiences. The combination of clinical experiences must also address the full range of developmental levels required by the certificate title(s) sought as prescribed in Commissioner’s Regulations Section 52.21(b)(3).</p> <p>3. Both foundational and intermediate clinical experiences must address each of the applicable general and program-specific pedagogical core requirements for the certificate title(s) for which the teacher candidate is preparing.</p> <ul style="list-style-type: none"> a. The combination of foundational and intermediate clinical experiences shall total at least 150 clock hours, with at least 100 of the clock hours devoted to intermediate clinical experiences. b. At least 20 clock hours of the total 150 clock hours must include a focus on understanding the needs of students with disabilities. c. At least 20 clock hours of the total 150 clock hours must include a focus on understanding the needs of students learning English as a new language. d. Both foundational and intermediate clinical experiences may include virtual and/or simulated experiences, however, at least 130 clock hours of the total 150 clock hours must occur in educational settings with actual students appropriate to the certification area sought.

<ul style="list-style-type: none"> e. For a program preparing teacher candidates for more than one certificate title, the minimum total time requirement for the foundational and intermediate clinical experiences shall increase by 50 clock hours for each additional certificate title unless otherwise prescribed in Commissioner’s Regulations Section 52.21(b)(3). f. Teacher candidates’ readiness to advance to the culminating experience must be assessed. <p>4. The culminating clinical experience must be at least a full semester (at least 14 weeks) in length, full time, and in alignment with the daily schedule and annual calendar of the school or other appropriate educational setting in which the placement is occurring.</p> <ul style="list-style-type: none"> a. The culminating clinical experience must address each of the applicable general and program-specific pedagogical core requirements for the certificate title(s) for which the teacher candidate is preparing. b. The focus of the culminating clinical experience is full-time application of knowledge and skills observed and initially practiced in foundational and intermediate clinical experiences. c. The culminating clinical experience shall be accompanied by a seminar that is focused on the teacher candidates’ professional development during the experience. d. Teacher candidates’ performance in the culminating experience must be assessed.
<p>III. Clinical Supervision</p>
<ul style="list-style-type: none"> 1. School-based and university-based teacher educators who work with teacher candidates during culminating clinical experiences shall participate in professional development designed and/or implemented in partnership with P-12 and higher education faculty in order to provide effective clinical supervision. 2. School-based teacher educators engaged in clinical facilitation/supervision at the intermediate and/or culminating levels must have at least three years of full-time P-12 teaching experience or the equivalent that is in the subject area of certification sought by the teacher candidate or in a related area. 3. University-based teacher educators engaged in clinical supervision shall be involved in program development and must have at least three years of full-time P-12 teaching or related school-based experience and employed as a higher education faculty or staff member, classroom teacher, or educational leader in the past five years.
<p>IV. Other Clinical Models</p>
<p>Upon written application by the institution, the Commissioner may grant a time-limited approval for an alternate model for clinical experiences. Applicants for alternative models for clinical experiences must provide a research base that justifies the model in sections I, II, and III above.</p>

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 207, 305, 3001 and 3004.

1. Subparagraph (iii) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended and the former subparagraphs (iii) through (xvii) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be renumbered subparagraphs (iv) and (xviii) as follows:

(iii) Clinical experience means an experience where candidates work in educational settings, or with community-based organizations, when appropriate, and engage in the pedagogical work of the profession of teaching, closely integrated with educator preparation coursework and supported by partnering institutions. Clinical experiences may include but are not limited to field experience placements, student teaching, practica, and limited virtual and/or simulated experiences.

2. A new subparagraph (vi) shall be added to paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education as follows and former subparagraphs (vi) through (xviii) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education, as renumbered in section 1 above shall be renumbered subparagraphs (vii) through (xix).

(vi) Educational setting means an early childhood educational program, public school, charter school, or nonpublic school in which educators work with students in grades Pre-k through grade 12, as determined by the Department.

3. A new subparagraph (xiv) shall be added to paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education as follows and

formerly renumbered subparagraphs (xiv) through (xviii) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education ,as renumbered in section 2 above, shall be renumbered subparagraphs (xv) through (xix).

(xiv) School-based teacher educators mean individuals who are employed in an educational setting and who work with teacher candidates during their clinical experiences as part of their registered program to promote their professional learning.

4. A new subparagraph (xx) shall be added to paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education as follows:

(xx) University-based teacher educators mean individuals who are employed by a college or university with a registered teacher education program and who work with teacher candidates to promote their professional learning.

5. Clause (f) of subparagraph (i) of paragraph (2) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(f) Partnerships. [Institutions] (1) For registered programs with students that first enroll prior to the Fall 2022 semester, institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.

(2) For registered programs with students who first enroll for the Fall 2022 semester and thereafter:

(i) Institutions shall demonstrate how they will maintain partnerships with one or more appropriate entities for the purpose of systematically aligning and improving the preparation of teachers and improving teaching and learning for all involved in collaborative clinical experiences;

(ii) Institutions shall establish, maintain, and review memoranda of understanding or similar collaborative agreements with all educational settings, community-based organizations, and/or other appropriate entities in which teacher candidates are involved in clinical experiences as required in this section; and

(iii) Institutions that have partnerships with one or more community colleges for the purpose of developing and maintaining pathways into their teacher preparation program(s) shall be responsible to ensure that candidates have the opportunity to participate in clinical experiences during their community college program.

6. Item (i) of subclause (2) of clause (h) of subparagraph (i) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(i) Except as provided in item (ii) of this subclause, institutions shall meet the following staffing requirements: Institutions shall ensure that the majority of credit-bearing courses in the program are offered by full-time teaching faculty. Faculty teaching assignments shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses, while still providing sufficient course offerings to allow students to complete their programs in the minimum time required for earning the degree. Individual faculty members shall not supervise more than 18 student teachers per semester. Supervision of clinical experiences, field experiences, practica, and student teaching, as applicable, shall be considered by the institution in determining faculty load, and institutions shall demonstrate how such supervision is considered in determining faculty load.

7. Item (i) of subclause (2) of clause (c) of subparagraph (ii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(i) For registered programs with students who first enroll prior to the Fall 2022 semester:

(A) . . .

(B) . . .

A new item (ii) shall be added to subclause (2) of clause (c) of subparagraph (ii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education and the former items (i) through (iv) shall be renumbered items (iii) through (v):

(ii) For registered programs with students who first enroll for the Fall 2022 semester and thereafter:

(A) All registered programs shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica, provided that at least 15 of the 100 clock hours of field experiences shall include a focus on understanding the needs of students with disabilities.

(B) Student teaching or practicum.

(i) The program shall include a student teaching or practicum experience of at least a full semester of at least 14 weeks in length, full-time, in an educational setting, and in alignment with the daily schedule and annual calendar of that educational setting; provided that candidates pursuing more than one certificate title may complete two placements of at least seven weeks or one placement of at least 14 weeks.

(II) The student teaching or practicum must address each of the applicable general and program-specific pedagogical core requirements for the program(s).

(III) The student teaching or practicum must be designed to provide candidates with opportunities to practice teaching skills identified in the New York State Teaching Standards in an educational setting in the subject area and grade level of the certificate title(s) sought, co-supervised by a university-based teacher educator and a certified school-based teacher educator.

(IV) For the student teaching experience, the candidate shall be credited with at least the number of semester hours required to obtain full-time status at the institution.

(C) The combination of clinical experiences must:

(I) meet or exceed the specific requirements for the certificate title(s) as described in paragraph (3) of this subdivision; and

(II) address the full range of student developmental levels required by the certificate title(s) sought, as prescribed in paragraph (3) of this subdivision.

(D) Limited exemption for certain experienced teachers.

(I) Qualifying for the limited exemption: A candidate who is enrolled in a graduate-level program leading to certification in one or more certificates shall be exempt from the clock hour requirements for clinical experiences set forth in section 52.21(b)(2)(ii)(c)(2)(ii)(A) and from the full semester requirement for student teaching as described in section 52.21(b)(2)(ii)(c)(2)(ii)(B) if such candidate satisfies one or more of the following conditions:

(1) has completed a New York State registered teacher preparation program prior to enrollment in the graduate-level program and holds an Initial and/or Professional certificate in one or more classroom teacher certificate titles; or

(2) holds National Board certification; or

(3) has demonstrated at least one year of effective teaching under a valid New York State or out-of-state teaching license or certificate. The candidate shall provide to the program written documentation from his or her supervisor(s), principal(s), or employing school district's human resources officer, documenting completion of at least one year of effective teaching.

(I) Requirements for candidates who qualify for the limited exemption:

(1) For each certificate title sought, such candidates shall complete at least 50 clock hours of student teaching or practica, unless otherwise prescribed in section 52.21(b)(3).

(2) Such experiences must include a focus on the applicable program-specific pedagogical core requirements for that certificate title prescribed in section 52.21(b)(3).

(3) Such student teaching or practica must occur with actual students in educational settings appropriate to the certificate title sought.

(E) Requirements for university-based teacher educators and school-based teacher educators.

(I) University-based teacher educators engaged in clinical supervision shall:

(1) be involved in program development as appropriate; and

(2) have at least three years of full-time teaching or related experience in any grade, pre-kindergarten through 12.

(II) School-based teacher educators who work with candidates during student teaching must:

(1) be certified in the subject area of certification sought by the teacher candidate or in a related area; and

(2) have at least three years of full-time teaching experience or the equivalent, in an educational setting, in the subject area of certification sought by the teacher candidate or in a related area; and

(3) be designated by the school or district as a school-based teacher educator; or be rated effective or highly effective in their most recent annual professional performance review or other evaluation conducted pursuant to section 3012-d of the Education Law or other applicable law and regulation; or hold a national board certificate.

(III) School-based and university-based teacher educators who work with candidates during student teaching shall participate in professional learning that focuses on the provision of effective clinical supervision. Such professional learning shall be designed and/or implemented by the partnership described in section 52.21(2)(i)(f).

8. Renumbered item (iv) of subclause (2) of clause (c) of subparagraph (ii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended -to read as follows as follows and renumbered item (v) of subclause (2) of clause (c) of subparagraph (ii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be renumbered item (vi) and a new item (v) shall be added as follows:

(iv) Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for clinical experiences, field experiences and college- supervised student teaching or practica, as applicable, provided that the institution adequately demonstrates the success or potential success of such model, including through the use of research [or has an adequate plan for demonstrating that the model will be successful].

(v) In the case of alternate models that include college-supervised student teaching or clinical experiences conducted when a candidate is employed by a school district or BOCES under a pre-professional teaching assistant certificate pursuant to Part 80 of this Title, the institution and employing school district or BOCES will provide candidate(s) holding such certificate with the same and/or similar student teaching or clinical experience as required under this section while employed at the school district or BOCES. No approval from the commissioner is required for such alternate models nor shall they be time limited.

9. Subclause (2) of clause (b) of subparagraph (i) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who first enroll prior to the Fall 2022 semester, the program shall require field experiences and student-teaching experiences with children in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, through the combined field experiences and student-teaching experience, and for programs with at least two student-teaching experiences, student teaching with at least two of these three groups. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at

least 20 days of practica or student teaching with students in early childhood, including experiences with each of the three early childhood groups.

(3) For registered programs with students who first enroll for the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with children in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

10. Subclause (2) of clause (b) of subparagraph (ii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who first enroll prior to the Fall 2022 semester, the program shall require field experiences and student-teaching experiences in both childhood education settings, grades 1 through 3 and grades 4 through 6. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in childhood education, including experiences in both childhood education settings.

(3) For registered programs with students who first enroll for the Fall 2022 semester and thereafter, the program shall require the combination of clinical

experiences to provide candidates with experiences in both childhood education settings, grades 1 through 3 and grades 4 through 6, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

11. Subclause (2) of clause (b) of subparagraph (iii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who first enroll prior to the Fall 2022 semester, the program shall require student-teaching experiences in both middle childhood settings, grades 5 through 6 and 7 through 9 for programs with at least two 20 day student-teaching experiences; and for programs with one student-teaching experience, combined field experiences and student teaching in both middle childhood settings, grades 5 through 6 and grades 7 through 9. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the program shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with middle childhood students, including experiences in both middle childhood settings, grades 5 through 6 and grades 7 through 9.

(3) For registered programs with students who first enroll in the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in both middle childhood settings,

grades 5 through 6 and 7 through 9, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

12. Subclause (2) of clause (b) of subparagraph (iv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who first enroll prior to the Fall 2022 semester, the program shall require student-teaching experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12 for programs with at least two 20 day student-teaching experiences; and for programs with one student-teaching experience, combined field experiences and student teaching in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12.

(3) For registered programs with students who first enroll in the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in both adolescence education

settings, grades 7 through 9 and grades 10 through 12, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

13. Subclause (2) of clause (b) of subparagraph (v) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who first enroll prior to the Fall 2022 semester, the program shall require student-teaching experiences of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12 for programs with at least two 20 day student-teaching experiences; and for programs with one student-teaching experience, combined field experiences and student teaching of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7 through 12.

(3) For registered programs with students who first enroll in the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences of the special subject in both

settings, pre-kindergarten through grade 6 and grades 7 through 12, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

14. Subclause (2) of clause (b) of subparagraph (vi) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who first enroll prior to the Fall 2022 semester, the program shall require field experiences and student-teaching experiences with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and student-teaching experiences, and for programs with at least two student-teaching experiences, student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; or grades 5 through 6 and grades 7 through 9 for programs registered prior to September 2, 2011; or grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences and at least 20 days of practica or student teaching with students with disabilities, including experiences across the age/grade range of the student developmental level of the certificate.

(3) For registered programs with students who first enroll in the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students with disabilities across the age/grade range of the student developmental level of the certificate, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

15. Subclause (2) of clause (b) of subparagraph (vii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who enroll prior to the Fall 2022 semester, the program shall require field experiences, student teaching or practica with students who are deaf or hard-of-hearing, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, provided that if a program has at least two student-teaching experiences, student teaching shall include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are deaf or hard-of-hearing.

(3) For registered programs with students who first enroll for the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students who are deaf or hard-of-hearing, including experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

16. Subclause (2) of clause (b) of subparagraph (viii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who first enroll prior to the Fall 2022 semester, the program shall require field experiences, student teaching or practica with students who are blind or visually impaired, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood and adolescence, provided that if a program has at least two student-teaching experiences, student teaching shall include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are blind or visually impaired.

(3) For registered programs with students that first enroll for the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students who are blind or visually impaired, including experiences at each of the four developmental levels: early childhood, childhood, middle childhood and adolescence, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

17. Item (ii) of subclause (2) of clause (a) of subparagraph (ix) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(ii) supervised, on-campus clinical practica and off-campus, college-supervised clinical practica totaling at least 150 clock hours that include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, and adolescence. The off-campus practica shall include experiences in elementary and/or secondary schools. The time requirements for field experience, student teaching and practica of [item] subclause (2)(ii)(c)(2)(i) of this subdivision shall not be applicable.

18. Subclause (2) of clause (b) of subparagraph (x) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who first enroll prior to the Fall 2022 semester, the program shall require field experiences and student teaching with students learning English as a [second] new language in both elementary and secondary schools. The time requirements for field experience, student teaching and

practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences with students learning English as a second language; and practica or student teaching with students learning English as a second language in both elementary and secondary schools totaling at least 20 days.

(3) For registered programs with students that first enroll for the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students learning English as a new language in both elementary and secondary schools, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

19. Subclause (2) of clause (b) of subparagraph (xi) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows:

(2) for the literacy certificate (birth through grade 6), at least 50 clock hours of college-supervised practica in teaching literacy to students at both the early childhood and childhood levels; and for the literacy certificate (grades 5 through 12), at least 50 clock hours of college-supervised practica in teaching literacy to students at both the middle childhood and adolescent levels. The time requirements for field experience, student teaching and practica of [item] subclause (2)(ii)(c)(2)[(i)] of this subdivision shall not be applicable.

20. Subclause (2) of clause (b) of subparagraph (xii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students that first enroll students prior to the Fall 2022 semester, the program shall require field experiences in both elementary and secondary schools and student-teaching experiences at two different grade levels with at least one student-teaching experience in grades 10, 11 and/or 12 for programs with at least two student-teaching experiences. For programs with one student-teaching experience, combined field experiences and student teaching at two different grade levels with one student-teaching experience in grades 10, 11 and/or 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching in the career field in grades 10, 11 and/or 12.

(3) For registered programs with students who first enroll for the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences at two different grade levels, and shall require the student teaching experience to be in grades 10, 11 and/or 12, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

21. Subclause (2) of clause (b) of subparagraph (xiv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students that first enroll prior to the Fall 2022 semester, the program shall require at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools.

(3) For registered programs with students who first enroll for the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in both elementary and secondary schools, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section, and shall require at least two full-time practica of at least seven weeks each in elementary and secondary schools.

22. Subclause (2) of clause (b) of subparagraph (xv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) shall be added to clause (b) as follows:

(2) For registered programs with students who first enroll prior to the Fall 2022 semester, the program shall require at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or

candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 hours of field experiences or practica in elementary and/or secondary schools.

(3) For registered programs with students who first enroll for the Fall 2022 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in elementary and secondary schools, in accordance with the requirements in subclause (b)(2)(ii)(c)(2) of this section.

23. Clause (b) of subparagraph (v) of paragraph (2) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) Candidates who apply for a certificate prior to September 1, 2026 [The candidate] shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher.

(2) Candidates who apply for a certificate on or after September 1, 2026 shall satisfactorily complete 14 weeks of full-time college-supervised student teaching, as defined in section 52.21 (b)(2)(ii)(c)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days.

(3) For a candidate applying for a first certificate, [such] the experience prescribed in subclauses (1) or (2) of this subdivision must be in a school at one or

more of the grade levels within the range of grades covered by the certificate and must be in the subject area of the certificate title sought by the candidate. For other candidates, such experience must be in a school offering instruction in any grade, pre-kindergarten through grade 12. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

24. Subclause (2) of clause (b) of subparagraph (iv) of paragraph (3) of subdivision (a) Section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(2) Teaching experience.

(i) [The candidate] Candidates who apply for a certificate prior to September 1, 2026 shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. In addition, the candidate shall satisfactorily complete a college-supervised practicum, as defined in section 52.21(b)(2) of this Title, of 50 clock hours in teaching literacy to students, at developmental levels appropriate to the certificate sought. For candidates who apply for both certificate titles, literacy (birth-grade 6) and literacy (grades 5-12), the 50-clock hour practicum shall include 25 clock hours of teaching students (birth- grade 6) and 25 clock hours of teaching students (grades 5-12). One year of paid, satisfactory, full-time experience as a literacy teacher on the elementary and/or secondary level may be accepted in lieu of the college-supervised practicum in literacy when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a

literary teacher in a New York State public school must be in accordance with the commissioner's regulations.

(ii) For candidates applying for certificate on or after September 1, 2026, the candidate shall satisfactorily complete 14 weeks of full time college-supervised student teaching, as defined in section 52.21(b)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. In addition, the candidate shall satisfactorily complete a practicum, as defined in section 52.21(b)(2) of this Title, of at least 50 clock hours in teaching literacy to students, at developmental levels appropriate to the certificate sought. For candidates who apply for both certificate titles, literacy (birth-grade 6) and literacy (grades 5-12), the 50-clock hour practicum shall include 25 clock hours of teaching students birth-grade 6 and 25 clock hours of teaching students grades 5-12. One year of paid, satisfactory, full-time experience as a literacy teacher at the elementary and/or secondary level may be accepted in lieu of the practicum in literacy when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a literacy teacher in a New York State public school must be in accordance with the Commissioner's regulations.

25. Subclause (2) of clause (b) of subparagraph (xi) of paragraph (3) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows and a new subclause (3) is added to clause (b) to read as follows:

26. Subclause (2) of clause (b) of subparagraph (xii) of paragraph (3) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended and a new subclause (3) is added to clause (b) to read as follows:

(2) Practicum. [The] For candidates applying for a certificate prior to September 1, 2026, the candidate shall satisfactorily complete a college-supervised practicum, as defined in section 52.21(b)(1) of this Title, providing library services, of 20 school days in an elementary school and 20 school days in a secondary school. One year of paid, satisfactory, full-time experience as a library media specialist on the elementary and/or secondary level may be accepted in lieu of the college-supervised practicum in library media when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a library media specialist in a New York State public school must be in accordance with the commissioner's regulations.

(3) Clinical experience. For candidates applying for a certificate on or after September 1, 2026, the candidate shall satisfactorily complete a practicum, as defined in section 52.21(b)(2) of this Title, providing library services, of 7 weeks full-time in an elementary school and 7 weeks full-time in a secondary school. One year of paid, satisfactory, full-time experience as a library media specialist on the elementary and/or secondary level may be accepted in lieu of the practicum in library services when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a library media specialist in a New York State public school must be in accordance with the commissioner's regulations.

27. Clause (b) of subparagraph (iii) of paragraph (2) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) [The] For candidates applying for a certificate prior to September 1, 2026, the candidate shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, 2026, the candidate shall satisfactorily complete 14 weeks, full time, in a college-supervised student teaching experience, as defined in section 52.21(b) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

28. Clause (b) of subparagraph (iii) of paragraph (3) of subdivision (b) of Section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) [The] For candidates applying for a certificate prior to September 1, 2026, the candidate shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates applying for a certificate on or after September 1, 2026, the candidate shall satisfactorily complete 14 weeks, full time, in a college-supervised student teaching experience, as defined in section 52.21(b) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

29. Clause (b) of subparagraph (iv) of paragraph (4) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) [The] For candidates applying for a certificate prior to September 1, 2026, the candidate shall satisfactorily complete 40 school days in a college-supervised student teaching experience or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, 2026, the candidate shall satisfactorily complete 14 weeks of full time, college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or 70 full-time school days or 140 at least half-time school days as a paid, employed teacher, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

30. Clause (b) of subparagraph (iv) of paragraph (5) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) [The] For candidates who apply for a certificate prior to September 1, 2026,
the candidate shall satisfactorily complete 40 school days in a college-supervised
student teaching experience or as an employed teacher. Such experience must be in a
school at one or more of the grade levels within the range of grades covered by the
certificate sought and related to the subject area of the certificate sought. For
experience as an employed teacher, the candidate shall submit a statement verifying
the period of employment from the employing school district administrator in the case of
a public school and the appropriate school administrator in the case of a nonpublic
school.

(2) For candidates who apply for a certificate on or after September 1, 2026, the
candidate shall satisfactorily complete 14 weeks of full time, college-supervised student
teaching experience, as defined in section 52.21(b)(2) of this Title, or 70 full-time school
days or 140 at least half-time school days as a paid, employed teacher, provided that
such paid employment experience must include at least one continuous period of no
fewer than 35 days. Such experience must be in a school at one or more of the grade
levels within the range of grades covered by the certificate sought and related to the
subject area of the certificate sought. For experience as an employed teacher, the
candidate shall submit a statement verifying the period of employment from the
employing school district administrator in the case of a public school and the
appropriate school administrator in the case of a nonpublic school.

31. Clause (b) of subparagraph (v) of paragraph (6) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education shall be amended as follows:

(b) Teaching experience.

(1) [The] For candidates who apply for a certificate prior to September 1, 2026,
the candidate shall satisfactorily complete 40 school days in a college-supervised
student teaching experience or as an employed teacher. Such experience must be in a
school at one or more of the grade levels within the range of grades covered by the
certificate sought and related to the subject area of the certificate sought. For
experience as an employed teacher, the candidate shall submit a statement verifying
the period of employment from the employing school district administrator in the case of
a public school and the appropriate school administrator in the case of a nonpublic
school.

(2) For candidates who apply for a certificate on or after September 1, 2026, the
candidate shall satisfactorily complete 14 weeks of full-time, college-supervised student
teaching experience, as defined in section 52.21(b)(2) of this Title, or 70 full-time school
days or 140 at least half-time school days as a paid, employed teacher; provided that
such paid employment experience must include at least one continuous period of no
fewer than 35 days. Such experience must be in a school at one or more of the grade
levels within the range of grades covered by the certificate sought and related to the
subject area of the certificate sought. For experience as an employed teacher, the
candidate shall submit a statement verifying the period of employment from the
employing school district administrator in the case of a public school and the
appropriate school administrator in the case of a nonpublic school.

ASSESSMENT OF PUBLIC COMMENT

Since publication of the Notice of Proposed Rulemaking in the State Register on December 26, 2018, the State Education Department (the “Department”) received the following comments on the proposed amendments.

1. Regarding the proposed amendment to require teacher preparation programs and their partner schools and districts to establish, maintain and review memoranda of understanding (MOUs) or similar collaborative agreements, the Department received the following comments.

(a) COMMENT: One Commenter expressed support for the proposed regulation change.

DEPARTMENT RESPONSE: No Department response is necessary because the comment is supportive of the proposed amendment.

(b) COMMENT: Commenters objected to the proposed amendment stating that the requirement will place a strain on colleges and universities, particularly smaller schools, because of the additional legal and administrative work required to draft, implement and monitor the MOUs. It was further suggested that the requirement to negotiate and enter into contracts will delay a candidate’s placement process.

DEPARTMENT RESPONSE: The proposed amendment requires that an agreement be entered into so that all parties – preparation programs and partner schools – are clear about their respective obligations. This is to protect not only the parties, but also the candidates. The agreements can be as detailed or broadly written as the parties see fit. The Department believes that there are programs and schools that

already have existing agreements and, therefore, this requirement should not be overly burdensome.

(c) COMMENT: One Commenter stated that the proposed amendment requiring MOUs should clearly articulate the responsibilities of the school and the institutions of higher education (IHEs).

DEPARTMENT RESPONSE: Details about the specific responsibilities to be included in the MOUs or similar collaborative agreements were not included in the regulations. The Department believes that such details are more appropriately developed at the local level to provide flexibility to such schools/programs so they can be tailored to meet their local needs.

2. Regarding the requirement that the student teaching experience be at least 14 weeks, full time, and in alignment with the daily schedule and annual school calendar; and that candidates pursuing more than one certificate title, may complete two placements, each at least 7 weeks; and that such student teachers enrolled full-time in a student teaching experience will be eligible for financial aid, the Department received the following comments.

(a) COMMENT: Commenters expressed support for the proposed amendment increasing the required practicum for student teachers from 40 days to 14 weeks and permitting student teachers to retain their full-time student status, enabling them to apply for financial aid.

DEPARTMENT RESPONSE: No Department response is necessary because the comment is supportive of the proposed amendment.

(b) COMMENT: Commenters stated that the extended student teaching requirement will be too costly for candidates. Some of the commenters further argued

that the requirement will disproportionately impact candidates of color and those from immigrant families and/or will negatively impact candidates with working-class backgrounds. Another commenter stated the proposed amendment will be difficult to meet when some candidates, particularly mid-career candidates, have to work part-time to support their families. Commenters further stated that the proposal will result in increased tuition expenses on top of the existing fees that they are already paying, as well as introduce further barriers to the teaching profession.

DEPARTMENT RESPONSE: The Department believes that the 14-week student teaching requirement is essential, both to prepare candidates for their first year of teaching and to help ensure that candidates will receive the best possible educational experience. While the Department recognizes that a longer student teaching placement may be more difficult for candidates who hold part-time jobs, and may impose additional transportation costs, they would not necessarily be paying additional tuition or fees. Since 2002, the State University of New York teacher preparation programs have required the student teaching experience to be at least 75 days in length, which is equivalent to the full-semester student teaching experience in the proposed amendment and illustrates the ability for candidates and IHEs to manage potential costs. The proposed amendments require IHEs to be credited with at least the number of semester hours required to obtain full-time enrollment status, thereby making them eligible for financial aid. The Department expects that IHEs will work with their candidates on securing financial aid and arranging transportation, if needed.

(c) COMMENT: Commenters support the goal of improving the quality and quantity of hours dedicated to clinical experiences. However, the proposal to require candidates to complete student teaching experiences in two grade levels (and three in

the case of Early Childhood candidates) would limit the amount of time candidates spend in each school. Short term placements will not allow the candidate to gain a full understanding of the curriculum being taught in each grade.

DEPARTMENT RESPONSE: While the proposal maintains the existing requirement that candidates obtain student teaching experiences in multiple developmental levels in programs leading to certification in certain subject areas, extending the student teaching experience to at least 14 weeks gives candidates more time in each placement, allowing them to have a richer set of experiences at each location and each developmental level.

(d) COMMENT: Commenters stated that the Department should consider requiring a full-year teaching experience which will allow candidates to develop critical relationships with the host school community. Commenters also urged the Department to consider other possible options to the 14-week full time student teaching requirement, including allowing schools to offer a full-year immersive program, but not necessarily with full-time hours. Commenters recommended that the Department consider a residency model similar to the one in practice in Louisiana, which allows anyone with a B.A. and not yet certified, to take two examinations, get accepted by a teaching preparation program, and receive a Practitioner License 1, allowing them to teach full-time while completing the program requirements.

DEPARTMENT RESPONSE: The proposed increase in the length of the student teaching experience from at least 40 days to at least 14 weeks will result in some programs needing to make changes while other programs will not need to make changes. A full-year student teaching experience or full-time residency would require nearly all programs to make significant changes and possibly reconceptualize their

programs. Programs are welcome to offer a full-year student teaching experience, but the Department does not expect programs to make the leap from 40 days to a full-year for the student teaching experience or a full-time residency at this time. Several New York State IHEs offer Transitional B and C programs whereby candidates employed full-time in a school district under a Transitional B or C certificate can simultaneously complete coursework and satisfy their student teaching requirement for the Initial certificate.

(e) COMMENT: Commenters stated that the timetable of the requirement is flawed. The requirement of 70 days of student teaching in one semester, preceded by 100 hours of clinical experience, would push the student teaching experience to the spring semester – when the school calendar is misaligned with most university calendars. Candidates will struggle to meet the required number of days and their school experience would be potentially focused more on preparing for the assessments than on practicing diverse student teaching strategies.

DEPARTMENT RESPONSE: The student teaching experience would not necessarily need to be pushed to the spring semester as a result of the proposed amendment. Each IHE can structure their programs—including the timing of the student teaching and clinical experiences—as they see fit. In fact, candidates can begin their 100-clock hour clinical experience as early as freshman year.

(f) COMMENT: One Commenter expressed concern that the proposal will require candidates to complete a 14-week placement in one location. As proposed, this requirement will deprive the student teacher of experiences in demographically diverse schools. Additionally, there are supervising teachers that don't necessarily provide the

best experience for student teachers. By being locked into a single placement, the student teacher may not get exposure to a range of quality teaching experiences.

DEPARTMENT RESPONSE: The proposed amendment maintains the existing requirement that programs leading to certification in certain subject areas will require multiple student teaching placements depending on the program requirements for the particular subject area. Such requirements are outlined more fully in Section 52.21 of the Commissioner's Regulations. Through the combination of the 100 hours of field experience and 14 weeks of student teaching, programs can provide teacher candidates with experiences in a variety of communities with diverse student populations and different teachers. MOUs and similar collaborative agreements are one way to improve the matching process between candidates and their supervising teachers. Moreover, if a student teaching placement is not working out or meeting expectations, then the IHE and the partner educational setting can arrange for reassignment to a different placement.

(g) COMMENT: Commenter objects to the proposed 14-week practicum requirement and stated that Trade and Technical teachers are required to have a minimum of two years of full-time paid work experience in the trade being offered, thereby limiting their ability to complete the 14-week full-time placement. Commenter stated that the Department seems to have shifted its emphasis from a competency-based teacher education approach to an approach that is governed by clock hours and somewhat burdensome regulations.

DEPARTMENT RESPONSE: Candidates pursuing career and technical education certification by completing a New York State approved program certification need two years of occupational work experience for Initial certification. However,

candidates can pursue career and technical education certification through other pathways that do not require less than two years of occupational work experience. In addition, candidates pursuing career and technical education certification have the option of pursuing a Transitional A certificate prior to the Initial certificate. This option gives candidates up to three years to be employed full time in a school district and simultaneously satisfy the student teaching requirement for the initial certificate.

(h) COMMENT: One Commenter suggested that the Department consider doing a pilot study on the efficacy of various student teaching program models before mandating the 14-week, full time requirement. Any program considered should include sufficient financial support for the candidates.

DEPARTMENT RESPONSE: The Department would welcome studies regarding programs' student teaching experiences. Since 2002, the State University of New York teacher preparation programs have required the student teaching experience to be at least 75 days in length, which is equivalent to the full-semester student teaching experience in the proposed amendment. The proposed requirement is informed by the recommendations from the Clinical Practice Work Group and national educator and teacher educator organizations as well as trends in other states for candidates to engage in high quality clinical experiences, including student teaching.

(i) COMMENT: Commenter works in a teacher preparation program and fully supports the spirit of the proposed amendment. The program in which commenter works requires a full-year, but not "full-time", student teaching experience. A narrow interpretation of the proposed "full-time" student teaching requirement would require changes to the program, including the candidates paying for additional credits.

Commenter believes the inflexible mandate will likely limit the number and diversity of

new teachers at a time when enrollment in teacher education is dropping rapidly in New York and might make it impossible for candidates to complete the program. This full-year program provides candidates with the valuable knowledge of what opening the school year looks like and allows candidates to continue taking classes or work flexible schedules. In addition, commenter noted that the proposed “time-limited approval for an alternate model” without any guidelines about what might be approved, or how much time might be granted, or the research evidence necessary to “adequately demonstrate the success of such model” makes it difficult to make a case for existing models of rich clinical experience with confidence that such models will truly be welcome or approved. Commenter would prefer regulation amendments that allow more time for teacher educators to work with the Commissioner on defining more clearly the goals of a clinical experience and measures for the success of a given teacher preparation program. Commenter would like to see some pilots approved by the Commissioner demonstrating the benefits of a 14-week full-time semester-long experience. Commenter takes issue with the regulatory impact statement published in the NYS Register, saying that it misrepresents the past 18 years of teacher education and clinical practice in New York State, the current state of clinical practice requirements in the United States, and the financial impact of the proposed regulations. Commenter estimated the cost of full-time student teachers donating their time and mentor teachers and college faculty participating in professional development, as specified in the proposed amendment. Commenter asks where the funding will be for the professional development. Commenter states that clinical practice requirements have been eliminated altogether as a license requirement in Arizona and Louisiana and New Jersey provide routes to classroom teaching that eliminate all, or nearly all, clinical practice. Commenter stated

that the CUNY, SUNY and private institution staff will be required to spend hundreds of hours re-writing and re-registering every non-compliant teacher education program in the state. The one-time cost of this additional work can easily run into tens of millions of dollars, not to mention the fact that faculty will not be able to spend as much time with student teachers or their mentors.

DEPARTMENT RESPONSE: The Department will review how to interpret “full-time” for the student teaching experience. In addition, the Department will consider developing goals and measures of success for clinical experiences. The Department would welcome studies regarding programs’ student teaching experiences. The provision of a “time-limited approval for an alternate model” of student teaching currently exists in regulations. The Department has successfully worked with IHEs on their proposed alternate models and the demonstration of the success of such models, and fully intends to continue doing so.

The regulatory impact statement published in the NYS Register stated that the current field experience and student teaching requirements have been in effect since January 2000. Although there have been many changes in teacher preparation programs and certification requirements since January 2000, the only substantive change in clinical experiences since this date is providing the option of a single 40-day student teaching placement for programs in certain subject areas. See Department response to #4c below regarding potential financial impact of the proposed amendment. Student teachers’ time during the student teaching experience would not be included in a financial impact calculation; student teachers are not serving as teachers of record in their classroom, and student teaching is considered part of their professional education, just as coursework is. Under the individual evaluation pathway, candidates’ experience

as paid substitutes would be counted toward the student teaching requirement. The reference to Arizona licensure requirements and the Louisiana and New Jersey routes to classroom teaching is inapplicable to the proposed amendments. The proposed amendments focus on changes to the student teaching experience in teacher preparation programs and do not impact New York’s alternative teacher programs. The proposed amendments include changes to the individual evaluation pathway to certification to ensure that it is aligned with the proposed student teaching requirement in New York State registered programs. Consistent with the recommendations of the Clinical Practice Work Group, the Department supports continuing to require Initial certificate applicants to have student teaching or other teaching experience prior to entering a classroom. Under the proposed amendment to the regulations, the first cohort of candidates in traditional four-year programs that would complete a full semester or longer of the student teaching experience is the cohort graduating in the 2025-2026 school year. Candidates entering a two-year master’s degree program leading to an Initial certificate would need to complete the student teaching experience by the 2023-2024 school year. The long implementation timeline will give IHEs several years to revise their teacher educator programs, if needed, to incorporate the longer student teaching experience into their programs. The extent of revisions needed—and thus, the investment of IHEs’ staff time to develop and implement those changes—will vary by program. There are not any fees associated with submitting program registration paperwork to the Department.

3. Regarding the proposal to exempt certain experienced teachers from the 100 clock-hour field experience requirement and the full-semester student teaching

experience and requiring that they instead complete at least 50 clock hours of student teaching, the Department received the following comments.

(a) COMMENT: Commenters expressed support for the proposed regulation change.

DEPARTMENT RESPONSE: No Department response is necessary because the comment is supportive of the proposed amendment.

(b) COMMENT: Commenter supports the exemption for experienced educators, permitting them to complete only 50 hours of student teaching experience. However, the Commenter does not support the Department's decision to maintain the current requirement of 100 clock hours of field experiences, with 15 hours devoted to understanding the needs of students with disabilities. Commenter states that 100 hours is insufficient to prepare student teachers for their first years of teaching and recommends that the Department consider requiring them to complete 150 hours of field work, with 25 hours devoted to understanding the needs of students with disabilities and 25 hours devoted to understanding the needs of students who are English Language Learners. In addition, the Commenter stated that field work should include training in analyzing student data to track student progress over time; instruction in small group training for students needing special accommodations; and attendance at IEP meetings, teacher team meetings and staff development meetings with faculty, which will expose pre-service teachers to the responsibilities of teaching, inside and outside the classroom.

DEPARTMENT RESPONSE: No Department response needed because the comments related to increasing the number of hours of field experiences is not related to the proposed amendments.

4. Regarding the Department's proposal requiring school-based and university-based teacher educators who work with teacher candidates during clinical experiences, to have at least 3 years of full-time teaching or related experience in any grade, P-12, and participate in professional learning activities, the Department received the following comments.

(a) COMMENT: Commenter supports the proposal requiring that school-based and university-based teacher educators have at least three years of full-time teaching experience before conducting clinical supervision. However, Commenter recommends that such experience should be within the last five years, so teacher educators have a good understanding of modern teaching practices and current teacher evaluation tools.

DEPARTMENT RESPONSE: The Department is not placing a limitation on when teacher educators should complete their three years of full-time teaching experience. By not having this restriction, schools and IHEs will have the flexibility to hire school-based and university-based teacher educators with strong backgrounds, who may have taken an alternative path professionally that would make their experience fall outside the past five years.

(b) COMMENT: Commenters recommended that the Department include a compensation plan for cooperating teachers who welcome pre-service and student teachers into their classrooms. One of the two Commenters further recommends that they be given 15 CTLE hours per pre-service teacher, and 25 CTLE hours per student teacher who successfully completes their required field hours or student teaching hours in their classroom.

DEPARTMENT RESPONSE: These comments are outside the scope of the proposed amendment and therefore, no response is necessary. .

(c) COMMENT: Commenters objected to the recommended changes requiring three years of full-time teaching experience in a P-12 classroom, as follows.

Commenters stated that the proposed amendment will have a significant financial impact on the faculty, students and cooperating schools. One Commenter suggested that the Department consider that most teacher educators are part-time contingent faculty that neither have the time or resources to enroll in additional full-time teaching or other related experience. Commenters recommended that aid be given to faculty for the cost of obtaining the required training, and to school districts for the expense of hiring substitute teachers or adjuncts while faculty are away getting the required training.

Commenters also recommend that the Department create a grandfathering clause for current, experienced university-based educators with clinical supervision experience. One Commenter noted that many faculty members are highly experienced teachers but have moved into higher education teaching. Therefore, to require them now to gain three years of full-time, P-12 experience is not practical. In addition, the Commenter stated that the expertise of the professional needed in each of the two sectors (P-12 and higher education) is completely different.

One of the Commenters noted that the “related experience” language is unclear. This Commenter stated further, that there is no research indicating that college supervisors who have three years of full-time experience are more effective in coaching and mentoring than those with less than three years of experience.

DEPARTMENT RESPONSE: Commenters stated that the proposed amendment will have a significant financial impact on the faculty, students and cooperating schools. Programs may have additional expenses to hire part-time university-based teacher

educators to supervise student teachers for a longer period of time and transportation costs for university-based teacher educators, if covered. Programs may also have expenses related to full-time faculty workload assignments, such as supervising student teachers and participating in professional learning, and expenses related to school-based teacher educator remuneration and other compensation. While the Department recognizes that a longer student teaching placement may be more difficult for candidates who hold part-time jobs, and may impose additional transportation costs, they would not necessarily be paying additional tuition or fees. It is not clear what the costs would be for cooperating schools that accept student teachers for a longer period of time.

Although the Department is not aware of research specifically indicating that university-based teacher educators who have three years of full-time teaching experience in an educational setting are more effective in mentoring than those with less than three years of experience, the teaching requirement helps to ensure that they have the P-12 teaching expertise needed to mentor candidates who will be future teachers. The first cohort of candidates in traditional four-year programs that would complete a full-semester or longer student teaching experience is the cohort graduating in the 2025-2026 school year. Candidates entering a two-year master's degree program leading to an Initial certificate would need to complete the student teaching experience by the 2023-2024 school year. The long implementation timeline would give IHEs several years to identify and hire qualified university-based teacher educators, if needed. The Department will consider whether future regulatory amendments are needed for university-based teacher educators with clinical supervision experience who would work with student teachers that may be impacted by the regulatory amendment.

With respect to the comment about the perceived lack of clarity of the “related experience” language, the Department purposefully included this language so that programs could have the flexibility to hire university-based teacher educators who have three years of full-time experience related to teaching that would be appropriate for mentoring student teachers.