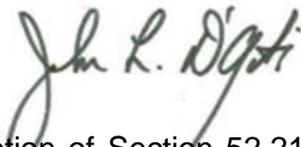




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: The Honorable the Members of the Board of Regents

FROM: John L. D'Agati 

SUBJECT: Emergency Adoption of Section 52.21 of the Regulations of the Commissioner of Education Relating to the Requirements for Student Teaching, Field Experience and Practica for Teacher Education Programs and to Extend the End Date for Clinically Rich Graduate Level Teacher Preparation Pilot Programs

DATE: June 16, 2014

AUTHORIZATION(S):



SUMMARY

Issue for Decision (Consent Agenda)

Should the Board of Regents adopt as an emergency measure section 52.21 of the Commissioner's Regulations relating to the requirements for student teaching, field experience and practica for teacher education preparation programs and to extend the end date for the clinically rich graduate level teacher preparation pilot programs?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

The proposed amendment is submitted to the Full Board for adoption as an emergency rule at its June 2014 meeting (Attachment A is a copy of the proposed amendment). A statement of Facts and Circumstances justifying the emergency is attached as Attachment B.

Procedural History

A Notice of Proposed Rule Making was published in the State Register on March 12, 2014 and a Notice of Revised Rule Making was published in the State Register on May 29, 2014. Supporting materials are available upon request to the Secretary to the Board of Regents.

Background

Graduate Level Clinically Rich Teacher Preparation Pilot Programs

At its November 2009 and December 2009 meetings, the Board of Regents approved the conceptual framework for offering graduate level clinically rich teacher preparation pilot programs. At the February 2010 meeting, the Board endorsed the plan to implement the pilot programs through a Request for Proposals (RFP) process. At its April 2010 Board of Regents meeting, the Higher Education Committee voted to amend Part 52.21(b) of the Commissioner's Regulations to adopt, as an emergency measure, regulations establishing graduate level clinically rich teacher preparation pilot programs.

Following submissions through the RFP process and a program quality review by a Board of Regents Blue Ribbon Panel, 11 institutions received approval during 2012 to implement 23 graduate level clinically rich teacher preparation pilot programs. As reported at the January 2014 Board of Regents meeting, the graduate level clinically rich teacher preparation pilot programs require intensive candidate mentoring, supervision and support through a collaborative partnership between the institutions offering the programs and the schools/districts where candidates are placed during their student teaching internships. These internships can be up to one year, considerably longer than the minimum of two 20-day placements currently required in Commissioner's Regulations for most certificate titles, and contain elements such as:

- integration of pedagogy with the internships/on-the-job training;
- rigorous curriculum linking teaching theory with research; and
- guided classroom practice pairing candidates with effective, trained mentors.

The pilot programs were registered to end either June 30, 2014 or August 31, 2014, depending on the institution's program proposal and to correspond with RTTT funding originally ending in 2014. The USDE, however, has extended the time that the Department may use RTTT funds for these programs to September 2015. As a result, the institutions with graduate level clinically rich teacher preparation pilot programs have expressed an interest in continuing their programs, even though there may be no additional RTTT funding after 2015. Accordingly, the Department recommends extending the end date of the graduate level clinically rich teacher preparation pilot programs to October 1, 2016, to provide institutions that have their own funds the opportunity to continue offering the programs beyond the expiration of RTTT funding in

2015, and to allow another cohort of students to graduate from the programs by the 2016 deadline.

Five institutions have pilot programs that end on August 31, 2014, because they have activities in their programs over the summer. For example, the American Museum of Natural History includes a summer internship as part of its pilot program, and students complete the program in August and graduate from the program in September. Therefore, as part of the proposed amendment, the Department recommends extending the end date of the graduate level clinically rich teacher preparation pilot programs from June 30, 2016 to October 1, 2016. This extension will allow institutions offering pilot programs with summer activities sufficient time to begin a cohort in fall 2014 and have their candidates complete and graduate from the programs by October 1, 2016.

Institutions with graduate level clinically rich teacher preparation pilot programs that want to extend their programs beyond the extension date in the proposed amendment (October 1, 2016) will be required to register their programs through the “traditional” teacher preparation program registration process and must have their own degree-granting authority.

Additional Option for the Placement of Teacher Candidates

Currently, under Section 52.21 of the Commissioner’s Regulations, candidates in most teacher preparation programs are required to have two separate student teaching or practica placements for a minimum of 20 days each, in two different grade levels and/or developmental levels for the certificate sought, plus a minimum of 100 hours of field experience prior to the student teaching.¹ These regulations also provide for a waiver of the two 20-day student teaching placements if an institution prefers to have its teacher candidates do a single placement and can demonstrate an adequate plan that the alternate model will be successful. [see Commissioner’s Regulations Part 52.21(b)(2)(ii)(c)(2)(iii)].

With the implementation of the edTPA, the new State teacher performance assessment required for certification by teaching candidates completing programs on or after May 1, 2014 or for candidates who have applied for certification on or before April 30, 2014 but who have not completed all of the requirements for certification, a greater focus is placed on the student teaching component of the programs. The edTPA requires two video segments of the student teacher’s teaching practice to be submitted and scored. A number of New York State institutions have expressed concern that a 20-day student teaching placement may not provide teacher candidates sufficient time to develop their skills and videotape with sufficient frequency to capture exemplary teaching practice. The institutions contend that student teachers are often at the stage of greatest asset to the classroom when they are required to re-establish themselves in a new classroom at a different developmental level (as required in Regulations under the two 20-day placements.) In an effort to increase a teacher candidate’s “value

¹ The two 20-day placement and field requirements do not apply to the Literacy B-6, Literacy 5-12, Career and Technical Subjects and Speech and Language Disabilities certificates.

proposition” in P-12 classrooms, institutions and cooperating teachers are advocating lengthier teaching placements.

Commissioner’s Regulations currently allow the Commissioner to approve an alternate model of student teaching on a waiver basis. In response to institutional requests for alternate models, in October 2013 the Department issued criteria for evaluating institution requests for alternate student teaching models that included one longer student teaching placement.² In December 2013, the Department implemented an application process for requesting Commissioner’s approval for a waiver, simplifying and streamlining an institution’s ability to implement a single placement for its teacher candidates.³

Given the interest of institutions in creating student teaching placements that are longer and that provide candidates with more opportunities for in-depth and clinically rich experiences, the Department recommends amending Commissioner’s Regulations to provide the option for a single teaching placement. To ensure that teacher candidates are provided with meaningful clinical experiences across the grade level of the certificate, the single teaching placement option must meet the following criteria:

- The field experience must equal or exceed the minimum hours currently required by the certificate(s) sought and the single student teaching placement must equal or exceed a minimum of 40 days of student teaching or practica. The combined field experience hours and days of student teaching or practica must provide candidates with the full range of the grades and developmental levels required by the certificate(s) (e.g., a single student teaching placement and field experience in Early Childhood B-2 must be a minimum of 40 days of student teaching, a minimum of 100 hours of field experience, and cover three levels: PreK, K, and Grades 1-2.)
- The mentoring teacher of record at the partnering school/district must hold a certification in the area of the certificate sought or a closely related area, and meet one or more of the following criteria: designated by the district as a teacher mentor or coach, rated Effective or Highly Effective under the school’s/district’s approved Annual Professional Performance Review (APPR) plan pursuant to Education Law Section 3012-c, or hold National Board Certification.

Following publication in the State Register on March 12, 2014, the Department received one positive comment. Attachment C is an Assessment of Public Comment.

The Department also revised the proposed amendment to eliminate the requirement that the mentoring teacher of record at the partnering school/district be permanently or professionally certified in order for the placement to be eligible as a

² The criteria were developed with input from the field through visits across the state in 2013 by Commissioner King and Assistant Commissioner of Higher Education Wood-Garnett.

³ See <http://www.highered.nysed.gov/ocue/aipr/register-te.html#wave> for information on the Student Teaching Waiver process.

single placement option. A Notice of Revised Rule Making was published in the State Register on May 28, 2014.

Recommendation

Staff recommends that the Board of Regents take the following action:

VOTED: That subclause (2) of clause (c) of subparagraph (ii) of paragraph (2) of subdivision (b); subparagraphs (i) through (xvi) of paragraph (3) of subdivision (b) and subparagraph (ii) of paragraph (5) of subdivision (c) of section 52.21 of the Regulations of the Commissioner of Education be amended as submitted, effective June 24, 2014, as an emergency measure, in order to ensure that programs participating in the graduate level clinically rich teacher preparation pilot program have adequate notice that the graduate level clinically rich teacher preparation pilot programs will be extended from June 30, 2016 to October 1, 2016. This extension will allow institutions offering pilot programs with summer activities sufficient time to begin a cohort in fall 2014 and have their candidates complete and graduate from the programs by October 1, 2016.

Timetable for Implementation

If adopted as an emergency measure at the June Regents meeting, the proposed amendment will become effective on June 24, 2014. It is anticipated that the proposed amendment will be adopted by the Board of Regents as a permanent rule at the July meeting. If adopted at the July meeting, the proposed amendment will become effective as a permanent rule on July 30, 2014.

Attachment A

STATEMENT OF FACTS AND CIRCUMSTANCES WHICH NECESSITATE EMERGENCY ACTION

The purpose of the proposed amendment is to provide teaching candidates with the option of completing a single teaching placement instead of two 20 day placements in a registered teacher education programs if certain conditions are met and to extend the sunset date for the clinically rich teacher education pilot program from June 30, 2016 to October 1, 2016.

Because the Board of Regents meets at scheduled intervals, the earliest the proposed amendment could be presented for regular (non-emergency) adoption, after publication in the State Register and expiration of the 30-day public comment period provided for in State Administrative Procedure Act (SAPA) section 202(1) and (5) for revised rule makings, is the July 2014 Regents meeting. Furthermore, pursuant to SAPA section 203(1), the earliest effective date of the proposed amendment, if adopted at the July 2014 meeting, would be July 30, 2014, the date a Notice of Adoption would be published in the State Register. However, emergency action to adopt the proposed rule is necessary now for the preservation of the general welfare in order to ensure that that programs participating in the graduate clinically rich teacher preparation program have adequate notice that the pilot program will be extended from June 30, 2016 to October 1, 2016. This extension will allow institutions offering pilot programs with summer activities sufficient time to begin a cohort in fall 2014 and have their candidates complete and graduate from the programs by October 1, 2016.

It is anticipated that the proposed amendment will be presented to the Board of Regents for adoption as a permanent rule at the July 2014 Regents meeting, which is the first scheduled meeting after expiration of the 30-day public comment period mandated by the State Administrative Procedure Act for revised rulemakings.

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 207, 305, 3001, 3006, 3009.

1. 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 is amended, effective June 24, 2014, to read as follows:

(2) Field experiences, student teaching and practica.

(i) (A) All registered programs shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include:

(I) at least two college-supervised student-teaching experiences of at least 20 school days each; or

(II) at least two college-supervised practica with individual students or groups of students of at least 20 school days each[.]; or

(III) at least one college-supervised student-teaching experience of at least 40 school days, provided that:

(1) the combination of field experience hours and days of student teaching meets or exceeds the specific requirements for the certificate title as described in paragraph (3) of this subdivision; and

(2) the combination of field experience hours and days of student teaching provides the full range of developmental levels required by the certificate title in paragraph (3) of this subdivision; and

(3) the mentoring teacher of record at the school or school district where the student teacher is placed holds a certificate in the certificate title or in a closely related

area; and is designated by the school or district as a teacher mentor or coach or is rated effective or highly effective in their most recent annual professional performance review conducted pursuant to section 3012-c of the Education Law or holds a national board certificate. [This requirement] These requirements shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.

(B) . . .

(ii) . . .

(iii) . . .

(iv) . . .

2. Subparagraphs (i) through (xvi) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended, effective June 24, 2014, to read as follows:

(i) Programs leading to initial certificates valid for teaching early childhood education (birth through grade 2).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on early childhood education and include, but need not be limited to:

(1) . . .

(2) field experiences and [student teaching] 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] 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.

(ii) . . .

(iii) Programs leading to initial certificates valid for teaching middle childhood education (grades 5 through 9).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on middle childhood education and include, but need not be limited to:

(1) . . .

(2) student-teaching experiences in both middle childhood settings, grades 5 through 6 and 7 through 9 for programs with at least two twenty 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.

(iv) Programs leading to initial certificates valid for teaching adolescence education (grades 7 through 12).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on adolescence education and include, but need not be limited to:

(1) . . .

(2) student-teaching experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12 for programs with at least two twenty 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.

(v) Programs leading to initial certificates valid for teaching a special subject (all grades).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall include, but need not be limited to:

(1) . . .

(2) 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 twenty 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.

(vi) Programs leading to initial certificates valid for teaching students with disabilities in early childhood, childhood, middle childhood for programs registered prior to September 2, 2011, or adolescence.

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall include the preparation for meeting the pedagogical core requirement for the general teaching certificate at the same developmental level and shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate and include, but need not be limited to:

(1) . . .

(2) 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] 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.

(vii) Programs leading to initial certificates valid for teaching students who are deaf or hard-of-hearing (all grades).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities as prescribed in subclause (vi)(b)(1) of this paragraph; and specialized knowledge, understanding and skills for teaching deaf or hard-of-hearing students that includes, but need not be limited to:

(1) . . .

(2) 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.

(viii) Programs leading to initial certificates valid for teaching students who are blind or visually impaired (all grades).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities, as prescribed in subclause (vi)(b)(1) of this paragraph; and specialized knowledge, understanding, and skills for teaching students who are blind or visually impaired that includes, but need not be limited to:

(1) . . .

(2) 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.

(ix) . . .

(x) . . .

(xi) . . .

(xii) Programs leading to initial certificates valid for teaching the career field of agriculture or business and marketing (all grades).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on middle childhood and adolescence education and include but need not be limited to:

(1) . . .

(2) 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 [at least] one [student teaching] 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.

(xiii) . . .

(xiv) . . .

(xv) . . .

(xvi) . . .

(xvii) . . .

3. Subparagraph (ii) of paragraph (5) of subdivision (c) of section 52.21 of the Regulations of the Commissioner of Education is amended, effective June 24, 2014, to read as follows:

(ii) Limitations. The clinically rich graduate level teacher preparation pilot program shall end on [June 30, 2016] October 1, 2016.

ASSESSMENT OF PUBLIC COMMENT

Since publication of a Notice of Proposed Rule Making in the State Register on March 12, 2014, the State Education Department received the following comment.

1. COMMENT: We fully support the proposed amendment to extend the end date for the Clinically Rich Graduate Level Teacher Preparation Pilot Programs to October 1, 2016. Our Master of Arts in Teaching program is preparing teachers in Earth Science, a critical shortage area, to teach in high-need, low-performing schools. The program's initial cohort graduated in September 2013, and participants are now teaching in schools in and around New York City; the candidates in the second cohort are expected to graduate this September. Our program includes important summer activities, such as a research practicum, with the program completion annually in August. The proposed extension will thus allow candidates in the 2015-2016 cohort to complete the program's scheduled activities, to earn their Regents' conferred MAT degrees, and to graduate by October 1, 2016.

2. COMMENT: SED agrees; no response is necessary.