

Clinical Practice Work Group Recommendations for Clinical Experiences in New York State Teacher Preparation Programs

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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Origin of the Clinical Practice Work Group

- At their January 2017 meeting, as part of the edTPA Task Force recommendation, the Regents charged the Department with convening a work group to review the current requirements for student teaching.
- The Department asked the work group to review both the field experiences and the student teaching requirements.
- The work group met eight times between June 2017 and March 2018.

Current Field Experience Requirements

- The New York State field experience and student teaching requirements in [Section 52.51 of the Commissioner's Regulations](#) have been in effect since January 2000.
- Field experience requirements:
 - All registered programs shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica.
 - At least 15 of the 100 clock hours of field experience shall include a focus on understanding the needs of students with disabilities.

Current Student Teaching Requirements

- For student teaching, the program shall include:
 - at least two college-supervised student teaching experiences of at least 20 school days each; or
 - at least two college-supervised practica with individual students or groups of students of at least 20 school days each; or
 - at least one college-supervised student-teaching experience of at least 40 school days.

National Context for the Work Group Discussions

- 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 (NCATE, 2010).
 - The U.S. Department of Education (2011), Council of Chief State School Officers (2012), and American Federation of Teachers (2013) joined the call for high quality clinical practice in teacher preparation programs.
- Teacher candidates who complete programs that emphasize clinical practice are more effective during their first year of teaching (Boyd et al., 2009) and are less likely to leave the profession after their first year in the classroom (Ingersoll et al., 2014).

Current Trends in Clinical Practice

- 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 offers the following tenant:

*“Clinical practice serves as the central framework through which all teacher preparation programming is conceptualized and designed. In a preparation program where clinical practice is central, **course work is designed and sequenced to support candidates’ developing knowledge and skill.** Candidates are observed through authentic practice **in diverse learning environments.** Course work **complements and aligns with field experiences** that grow in complexity and sophistication over time and enable candidates to develop the skills necessary to teach all learners.” (AACTE, 2018)*

Clinical Experience Requirements in Other States

State	Field Experiences	Student Teaching
New York (current)	100 hours (total 13.3 days*)	40 days
California	600 hours across the program (80 days*)	
Louisiana (effective July 2018)	Required prior to the residency (hours not specified)	One-year residency
New Jersey (effective September 2018)	Clinical experiences: 50 hours. Clinical practice: during at least two semesters, including at least 175 hours prior to one full-time semester. At least 100 hours of the 175 hours must be completed immediately prior to the full-time semester.	
Pennsylvania	Required across three stages prior to student teaching (hours not specified)	12 weeks, full-time

* Hours are converted into days to enable comparisons across states using the rate of 7.5 hours per day.

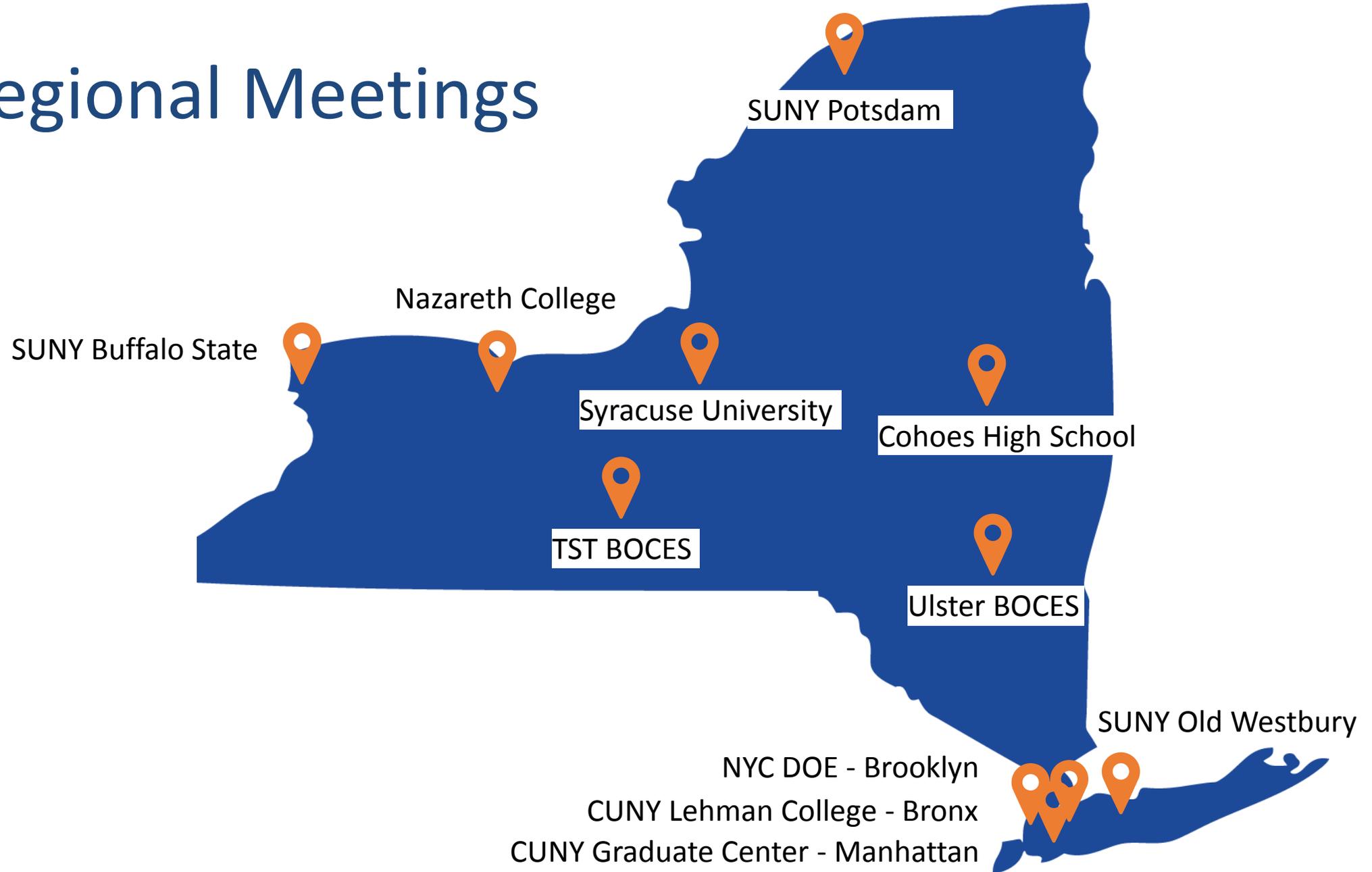
Development of the Work Group Draft Recommendations

- The 34 work group members divided into three subcommittees to develop draft recommendations.
 - Experiences Prior to Student Teaching
 - Student Teaching
 - Candidate Support (e.g., clinical supervision, partnerships)
- The work group co-chairs and subcommittee chairs consolidated the draft recommendations into a single document for the whole group to review.

Feedback on the Draft Recommendations

- The work group collected feedback from the education community on the draft recommendations through a survey and 11 regional meetings.
- The regional meetings facilitated by work group members and/or Department staff were held between February 26, 2018 and March 26, 2018.
 - 286 individuals attended regional meetings.
 - Meeting attendees included members of the higher education (66%) and P-12 (30%) communities and other community members (4%) with an average of 26 individuals at each meeting.
- The survey opened on February 14, 2018 and closed on March 22, 2018.
 - 594 individuals responded to the survey.
 - The respondents included members of the higher education (49%) and P-12 (48%) communities and other community members (3%).

Regional Meetings



Survey Data – Current Regulations

The survey collected data on the level of support for ideas in the draft recommendations. The list of possible responses is provided below (1-5). One percent (1%) of respondents indicated “N/A” for the following question.

- **1** – Very satisfied, **2** – Satisfied, **3** – Neither Satisfied or Dissatisfied, **4** – Dissatisfied, **5** – Very Dissatisfied

Survey Question	1	2	3	4	5	Higher Education Satisfied (1 or 2)	P-12 Satisfied (1 or 2)
How satisfied are you that the current regulations for clinical experiences in initial teacher education programs effectively contribute to the preparation of teacher candidates?	9%	43%	22%	21%	4%	59%	45%

Survey Data – Partnerships and Core Requirements

The survey collected data on the level of support for ideas in the draft recommendations. The list of possible responses is provided below (1-5). One percent (1%) of respondents indicated “N/A” for the following prompts.

- **1** – Strongly Support, **2** – Support, **3** – Neither Support or Not Support, **4** – Do Not Support, **5** – Strongly Do Not Support

Survey Support	1	2	3	4	5	Higher Education Support (1 or 2)	P-12 Support (1 or 2)
Clinical experiences should be developed in partnership between the P-12 and higher education communities.	44%	48%	6%	1%	1%	90%	96%
Clinical experiences must address each of the general and program-specific pedagogical core requirements.	31%	51%	9%	6%	2%	74%	93%

Survey Data – School- and University-Based Teacher Educators

The survey collected data on the level of support for ideas in the draft recommendations. The list of possible responses is provided below (1-5). One to four percent (1-4%) of respondents indicated “N/A” for the following prompts.

- **1** – Strongly Support, **2** – Support, **3** – Neither Support or Not Support, **4** – Do Not Support, **5** – Strongly Do Not Support

Survey Support	1	2	3	4	5	Higher Education Support (1 or 2)	P-12 Support (1 or 2)
School-based teacher educators who work with teacher candidates during clinical experiences should participate in professional development.	30%	43%	14%	8%	4%	74%	73%
University-based teacher educators who work with teacher candidates during clinical experiences should participate in professional development.	32%	40%	14%	6%	4%	72%	74%

Survey Data – Length of Experience

The survey collected data on the level of support for ideas in the draft recommendations. The list of possible responses is provided below (1-5). One percent (1%) of respondents indicated “N/A” for the following prompts.

- **1** – Strongly Support, **2** – Support, **3** – Neither Support or Not Support, **4** – Do Not Support, **5** – Strongly Do Not Support

Survey Support	1	2	3	4	5	Higher Education Support (1 or 2)	P-12 Support (1 or 2)
The current 40-day student teaching requirement should be increased.	31%	30%	20%	10%	8%	56%	66%
The current 100-hour field experience requirement should be increased.	17%	21%	25%	19%	18%	29%	48%

Recommendations – Overview

- The work group made several changes to the draft recommendations in response to the survey and regional meeting feedback. The following recommendations reflect the feedback from the field.
- With those changes, the recommendations were unanimously supported by the Clinical Practice Work Group.
- The recommendations are categorized into the areas of clinical partnerships, experiences, and supervision.

Recommendation – Clinical Partnerships

- 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.

This phrase was added in consideration of the feedback on the draft from the field.

Key Recommendations – Clinical Experiences

- 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.
- 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.
 - 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.
 - At least 20 clock hours of the total 150 clock hours must include a focus on understanding the needs of **students with disabilities**.
 - 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**.

This number was lowered from 200 in consideration of the feedback on the draft from the field.

Key Recommendations – Clinical Experiences (Continued)

- 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.
- Teacher candidates' **readiness to advance to the culminating experience must be assessed**.
- 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.

This length of time was changed from “70 teaching days that occur consecutively” in consideration of the feedback on the draft from the field.

Recommendations – Clinical Supervision

- 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.
- 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.**
- 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.

This phrase was added in consideration of the feedback on the draft from the field.

Additional Data and Information about the Work Group

- The Clinical Practice Work Group web page provides the following information related to the activities of the work group.
 - <http://www.nysed.gov/clinical-practice-work-group/clinical-practice-work-group>
 - Qualitative data from the survey and regional meetings
 - Final and draft recommendations
 - List of work group members
 - Readings, including regulations and other state information
 - Meeting agendas and notes

Appendix A: Current Clinical Experience Requirements

The field experiences, student teaching and practica shall:

- be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
- be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;
- provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high needs schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and
- for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student teaching or practica experiences related to each certificate.

Current Clinical Experience Requirements Continued

The program shall include student teaching experiences, provided that:

- the combination of field experience hours and days of student teaching meets or exceeds the specific requirements for the certificate title; and
- the combination of field experience hours and days of student teaching provides the full range of developmental levels required by the certificate title; and
- 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.

Appendix B: Current Partnership Requirements

- 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.
- Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high need schools.

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