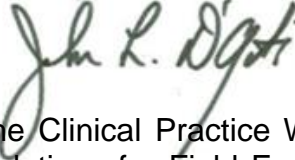





TO: Higher Education Committee

FROM: John L. D'Agati 

SUBJECT: Discussion of the Clinical Practice Work Group Activities and Recommendations for Field Experience and Student Teaching Requirements in Teacher Preparation Programs

DATE: April 26, 2018

AUTHORIZATION(S): 

SUMMARY

Issue for Discussion

The Department, along with representatives from the Clinical Practice Work Group (Attachment A), will present the Higher Education Committee with an overview of the Work Group activities and recommendations, including their outreach to the field to obtain feedback on draft recommendations for field experience and student teaching requirements in teacher preparation programs.

Reason(s) for Consideration

For information.

Proposed Handling

After discussion of the recommendations related to field experience and student teaching requirements, the Department will further pursue the recommendations and present the Board with regulatory changes at a future Board meeting.

Procedural History

Not Applicable.

Background Information

At its January 2017 meeting, the Board of Regents reviewed the edTPA Task Force recommendations. One of the Task Force recommendations was to establish a committee to examine the length and content of the student teaching experience in teacher preparation programs. In response, the Department convened the Clinical Practice Work Group in June 2017 to examine the current regulations related to field experiences and student teaching. The Work Group was composed of members from the P-12 and higher education communities from across the state and met eight times through March 2018 to develop recommendations for updating the regulations. The current field experience and student teaching requirements have been in effect since January 2000.

The Work Group members divided into three subcommittees to create draft recommendations (Attachment B): experiences prior to student teaching, student teaching, and candidate support (e.g., clinical supervision, partnerships). The Work Group sought feedback from the education community on the draft recommendations through a survey and regional meetings. Feedback from the 594 survey responses and 11 regional meetings were incorporated into the draft recommendations, resulting in the final recommendations (Attachment C). The Department is presenting the final recommendations for discussion prior to bringing proposed regulation amendments based on the Work Group recommendations related to field experiences and student teaching requirements in teacher preparation programs.

Related Regents Items

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

Recommendation

At this time, the Board will be asked to discuss the recommendations from the Clinical Practice Work Group.

Timetable for Implementation

If directed by the Board, the Department will present the Board with proposed regulations based on the Work Group recommendations at a future Board meeting.

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

Name	Position	Organization
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
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 Draft Recommendations
January 2018**

The following table shows the current regulations related to clinical experiences in New York State teacher preparation programs and draft recommendations for changing the regulations from the Clinical Practice Work Group. The current regulations can be found in Section 52.21(b)(2) of the Commissioner’s Regulations.

Clinical Practice Work Group Draft Recommendations	Current Regulations
I. Clinical Partnerships	
<p>The following paragraph would be added to the current regulations:</p> <p>Educator preparation programs, in collaboration with schools and in consultation with school districts/LEAs, school networks, and community-based organizations, as applicable, shall establish, maintain, and review meaningful partnerships through memoranda of understanding for the purpose of systematically improving the preparation of teachers and the teaching and learning for all involved in collaborative clinical experiences.</p>	<p>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.</p> <p>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.</p>
II. Clinical Experiences	
<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> <p>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.</p> <p>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.</p> <p>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</p>	<p>Does not apply.</p>

Clinical Practice Work Group Draft Recommendations	Current Regulations
<p>Standards in a classroom that is supervised by higher education faculty and a certified P-12 teacher in the subject area of certification sought by the teacher candidate.</p> <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. 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. The combination of foundational and intermediate clinical experiences shall total at least 200 clock hours, with at least half of the clock hours devoted to intermediate clinical experiences.</p> <p>a. 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> <p>b. At least 20 clock hours of the total 200 clock hours must include a focus on understanding the needs of students with disabilities.</p> <p>c. At least 20 clock hours of the total 200 clock hours must include a focus on understanding the needs of students learning English as a new language.</p> <p>d. Both foundational and intermediate clinical experiences may include virtual and/or simulated experiences, however, at least 150 clock hours of the total 200 clock hours must occur in actual classrooms/schools with actual students.</p> <p>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</p>	<p>The field experiences, student teaching and practica shall:</p> <p>A. 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;</p> <p>B. be accompanied by coursework or seminars...;</p> <p>C. 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 need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and</p> <p>D. 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, as prescribed in paragraph (3) of this subdivision.</p> <p>All registered programs shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica.</p> <p>At least 15 of the 100 clock hours of field experience shall include a focus on understanding the needs of students with disabilities.</p>

Clinical Practice Work Group Draft Recommendations	Current Regulations
<p>otherwise prescribed in Commissioner’s Regulations Section 52.21(b)(3).</p> <p>f. Teacher candidates’ readiness to advance to the culminating experience must be assessed.</p> <p>4. The culminating clinical experience shall include at least 70 teaching days that occur consecutively and in alignment with the daily teacher schedule and annual calendar of the school in which the placement is occurring.</p> <p>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.</p> <p>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.</p> <p>c. The culminating clinical experience shall be accompanied by a seminar that is focused on the teacher candidates’ professional development during the experience.</p> <p>d. Teacher candidates’ performance in the culminating experience must be assessed.</p>	<p>The program shall include:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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...
III. Clinical Supervision	
<ol style="list-style-type: none"> 1. School-based and university-based teacher educators who work with teacher candidates during clinical experiences shall participate in professional development in order to provide effective clinical supervision. 2. School-based teacher educators must have a 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 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 	<ol style="list-style-type: none"> 3. (follows from the previous section) 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. These requirements shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica. <p>The field experiences, student teaching and practica shall:</p> <ul style="list-style-type: none"> • be...supervised by one or more faculty who participate actively in the program and in

Clinical Practice Work Group Draft Recommendations	Current Regulations
<p>a higher education faculty or staff member, classroom teacher, or educational leader in the past five years.</p>	<p>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.</p>
<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>	<p>Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for field experiences and college-supervised student teaching or practica, provided that the institution demonstrates the success of such model or has an adequate plan for demonstrating that the model will be successful.</p> <p>Other options for candidates holding another classroom teaching certificate to meet the student teaching or practica requirement are set forth in the teacher certification requirements of this Title for the particular certificate title.</p>

**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> <p>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.</p> <p>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.</p> <p>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> <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> <p>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.</p> <p>b. At least 20 clock hours of the total 150 clock hours must include a focus on understanding the needs of students with disabilities.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>f. Teacher candidates' readiness to advance to the culminating experience must be assessed.</p> <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>

- 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.

III. Clinical Supervision

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.

IV. Other Clinical Models

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.