



**Clinical Practice Work Group Meeting Notes**  
**June 14, 2017 (1:30-4:00)**  
**New York State Education Department**  
**89 Washington Avenue, Albany, NY (Room 5 A/B)**

**Members present in Albany:** Deirdre Armitage, Christine Ashby, April Bedford, Scott Bischooping, Drew Bogner, Nichole Brown, David Cantaffa, Cole Chilla, Stephen Danna, Karen DeMoss, Terry Earley, Jeremiah Franklin, Deborah Greenblatt, Leah Lembo, Colleen McDonald, Margaret McLane, Angela Pagano, Frank Pignatosi, Deb Shanley, Jennifer Spring

**Members on WebEx:** Michele Ferraro, Tanisha Franks, David Gerwin, Amy Guiney, Pam Herrington, Donna Kart, Dolores Lozupone, Jennifer Mundo, Amy Way

**NYSED staff:** John D'Agati, Laura Glass

1. Introduction

- John D'Agati (Deputy Commissioner, Office of Higher Education) welcomed the work group members.
- Co-chairs April Bedford (Dean, CUNY Brooklyn College) and Scott Bischooping (District Superintendent, BOCES Wayne-Finger Lakes) welcomed the work force members.
- Work force members introduced themselves.

2. Review clinical practice requirements for New York teacher preparation programs

- Section 52.21 of the Regulations of the Commissioner of Education describes the curricular requirements for teacher preparation programs.
  - i. For all programs: defines field experiences, practica, and student teaching; requires 100 hours of field experiences; and requires at least two 20-day student teaching/practica experiences or one 40-day student teaching experience.
  - ii. For specific programs: outlines the grade/developmental levels of student teaching experiences and outlines the amount of time in the field for extensions, the Severe or Multiple Disabilities annotation, and for candidates who are pursuing additional or simultaneous certificates in specific programs
- Educator preparation providers in New York must be accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP Standard 2 outlines expectations related to clinical practice around partnerships, clinical educators, and clinical experiences.
- The edTPA is a national performance assessment that teacher candidates must pass for certification.
  - i. The Commissioner will establish a new passing score in the fall and the time period in which it will be implemented based on recommendations from an edTPA Standard Setting Panel
  - ii. The Board of Regents approved a Multiple Measures Review Panel for teacher candidates who do not pass, but score within an established range

3. Discuss the Clinical Practice Work Group charge

- At the January 2017 Board of Regents meeting, the edTPA Task Force recommended convening a work group to explore the current regulations and practices related to student teaching. The Department created the Clinical Practice Work Group in response to the report and expanded the scope of the work group to all clinical experiences.
- The work group will submit recommendations with a rationale to the Board of Regents Higher Education committee by December 31, 2017.
- There are three outcomes for the work group, and there will be a subcommittee for each outcome.
- Outcome #1: Define field experiences and determine best practices during experiences prior to student teaching, considering the number of field experience hours, types of field experiences, activities and/or competencies developed during field experiences, how activities and/or competencies are documented, how field experiences build upon each other, and the relationship between field experiences and coursework.
- Outcome #2: Define student teaching and terms related to it (e.g., residency, length of a day) and determine best practices during student teaching, considering the number of days and placements, activities and/or

competencies developed during student teaching, how activities and/or competencies are documented, and approaches to student teaching (e.g., coteaching).

- Outcome #3: Define EPP and school-based clinical educator roles and responsibilities and determine best practices related to candidate support, including clinical educator qualifications, professional development for school-based clinical educators on supporting candidates, and school/district and higher education partnerships.

4. Small group and whole group discussion of challenges and opportunities related to **experiences prior to student teaching** that the work group should address

Group 1 (Deidre, Deborah G., Jennifer, Leah, Stephen)

- 100 hours - why?
- Flexibility good, however, these go with projects.
- Define "field experiences": embedded, integrated authentic experiences with course objectives and students.
- Is the experience attached to an assignment or course work? How long does that take? What do they do with the other hours?
- Who you select and how do you select?
- What is the role of the partnership with the IHE? Is there communication and support for both the pre-student teacher and cooperating teacher?
- Should pre-student teachers be in one school for four years? Should the schools be attached to specific courses based on the strengths of the schools?
- Clinical rounds as an option.
- Competencies: understand what the teacher is trying to accomplish, appreciate the culture on the classroom environments/school culture, process and practices of routines in the classroom, community, special education.

Group 2 (Deb S., Frank, Terry)

- Variability due to courses, but tiered-approach.
- Must be structured - several mornings a week.
- Hands-on...Not just sit and "observe". Word "observer" might lead to counting hours.
- Revisit what the 100 hours entail. Can we create a role that we bring value added? Replicate the teaching hospital model.
- Role of PDS model to co-develop, co-plan, co-implement, co-assess.
- Look at a new variety of incentives.

Group 3 (Colleen, Margaret, Nichole, Scott)

- Challenges associated with field experiences can also be opportunities.
- Why are field experiences important? Is it key at beginning of programs?
- What should the field work incorporate?
- Can field work support the development of soft skills?
- Are undergraduates ready for the classroom? Should field work be completed later or separate from coursework?
- Immerse students in summer experiences to provide more intensive and longer experiences.
- Tiered experiences – responsibilities/independence increases over time.
- Make sure teacher understands expectations.
  - Two-way communication necessary; should work with cooperating professional to establish reasonable outcomes for field work.
  - Regular planning meetings as part of partnership.
  - P-12 partners need to be part of decision making regarding field work as well

Group 4 (Angela, April, Jeremiah, Karen)

- In a lot of places, early field experience placements are made through placement offices. No direct contact with the teacher. They sign off on a sheet of hours but there are no discussions. Sharing of course goals. Not supervised. Faculty could have meetings, but to meet with those teachers and have a conversation – experiences of candidates are very varied. Some sit in the back in the room. Some are involved.
- Candidates would be more involved if the candidate knew there were communications.

- Principal preparation: along those lines, communicating with teacher/higher ed, it's good.
- One thing that has come up is there will be dual sign-off. Not necessarily in field experience, students in schools have sign off from people in the field. Concern is that if there is a not a good common understanding of expectations, P-12 could say this person is never ready. Shared conversation beforehand, "This is what I expect".
- Conversation between university and teacher education at a minimum. As dean, would like to require all field experiences are required to be supervised. Workload credit etc. issues around it. At minimum having this conversation between faculty from both places is important. Used to model that begins with observation, moves to individual, and then to group instruction so that last experiences before student teaching look a lot like student teaching. Have had to ask for sequencing of field experience activities from across a program from my faculty. Courses need to be sequenced and have courses aligned. Some programs are more effective about course sequencing. And then to be able to articulate that.
- Even when faculty flip classes, the assumptions aren't always the same as what faculty expect -need to be sure that there are shared understandings.
- Schools of education, professional programs, and arts and sciences – programs in each and each school and program have a different vision. College of Ed may have the best option because they cohort the experiences. Logistical and vision unity can come through cohorts. In addition, the shared learning benefit because of cohorts.
- In addition to field-based courses, taught at the field site in a school with groups of three in classrooms.

#### Group 5 (Christy, Cole, David, Drew)

- Differences between graduate programs and undergraduate programs – regulations need to be flexible enough to account for vastly different kinds of programs.
- High enough base for minimum expectations considering the vast differences.
  - requirements for students
  - ongoing contact between students and faculty
  - How much control should there be?
- Current regulations call for "experiences carefully planned by program faculty" – this is not happening but needs to be more specific and detailed.
- We can be prescriptive in limited ways while still allowing for individuality.
- Necessity of taking time to do the clinical experiences – issue of non-traditional students.
- Need greater connection between coursework and clinical experiences.
  - This has huge impact on faculty load.
  - Need to recognize the frequently inadequate funding for teacher prep programs.
  - Think about faculty/ student ratios.
- Looking at an expectation that within the curriculum where you have field experiences (ideally, these are definitively embedded) that there is faculty involvement in the classroom.
- How do we define "ideal placements?"
  - What are we looking for in placement sites?
  - Idea of Teaching Academies in NYC.
  - High needs versus "palace" schools and programs.
- Not all teacher education programs should continue. Need to focus on retention, rather than just maintaining programs.
- Need to consider timeline – how early should we have students out there and doing what?
  - Timeline: consider percentage of program rather than within a specific time.
  - What do they do there?
  - Need scaffolded experiences.
- What are the top-flight components that they need to experience – look to the pedagogical core and connect to field experiences.
- Are there other components like special education that we need to consider requiring (i.e., ENL)?

5. Small group and whole group discussion of challenges and opportunities related to **student teaching** that the work group should address

Group 1 (Deidre, Deborah G., Jennifer, Leah, Stephen)

- Difference between practicum or student teaching – definitions were different. Common is that they have supervisors.
- Number of days and placements are the bare minimum – have to have two settings even if one is met during fieldwork. This number needs to go up.
- Residency program.
- Need to separate the needs between undergraduates and graduates.
- “Full time student teaching” can look different – doesn’t mean 5 full days a week.
- EdTPA as in issue, especially with switching to just 40 days.
- Practicum (supervised field work experience) and then student teaching at a minimum.
- Supervised pre-student teaching fieldwork – How can we send teacher candidates to be in classroom full time and tell them to trust that those teacher candidates should be able to take over the classroom when we have not seen them teach actual P-12 children?
- Make a menu of options/structures because of differences in barriers and challenges for both P-12 and IHE.

Group 2 (Deb S., Frank, Terry)

- Must do two semesters as an apprenticeship model. Change 40 hours to 75 or more.
- Possibly the competency-based approach with multiple experiences that include, but not only, instruction, working with parents, using community resources, working with another adult in the room (e.g., para).
- Use of electronic badges for students.
- Workshops for cooperating teachers...certificate.
- Co-write a Student Teaching Handbook.
- Mentor Teacher Internship Program (MTIP) – replicate elements that work.

Group 3 (Colleen, Margaret, Nichole, Scott)

- 20 days is not sufficient; multiple short placements do not allow enough time to develop relationships with cooperating professional and students or to do quality job on the edTPA.
- Need more time to get to know students and curricula.
- 16-week placement appears to work better.
- Requiring residency, practicum, or extended field work prior to student teaching appears beneficial.
  - Need to define residency; used to cover a variety of situations with no consistent time frame or expectations.
  - Should this be a requirement or expectation?
- Extended placements and student teaching provide benefits to districts related to hiring; more time to get to know the candidate.
- Consider “electronic badges” associated with specific skills and knowledge acquired during student teaching.

Group 4 (Angela, April, Jeremiah, Karen)

- Want to change the language on how we refer to these things. Clinical experiences not field experiences; internship experience, not student teachers. Language we use is important for people viewing us as professionals.
- Have to say that two 20-day placements is too minimal. Even the higher levels. Faculty don’t want to do more than required. Can’t require them to do more than the state requires. So, the requirements need to be expanded. In most of our programs, students are not doing the split placement; most have waivers to do 40 days. Concern: we are recommending they are ready to be certified grades 1-6. We have to monitor that they are having experiences across the board that they are ready.
- Need to look carefully at language around secondary. Technically, not meeting the regulations.
- Never talk about content; talk about pedagogy. Experience with cooperating teachers. Teaching is teaching. If you told me I’d teach science 12<sup>th</sup> grade, I’d be OK with that. At the end of the day, you just need to be able to teach.
- In the certification ranges in NY, we could easily do deeper field experiences to manage the range of field experiences.

- At first, worried about not having two placements. Then said they were ready. At first, principals were also worried. But they come out with stronger qualities.
- Student teacher only 3 days a week all year?
  - Should be there all day every day, according to principals.
  - Would it be less consistent? Would it be disruptive?
  - Would bother me. Would throw off my protocol.
- Models at undergraduate level: 3 days in fall to accommodate schedules, 5 days in spring. Graduate level 4 days a week, 1 for Grand Rounds, substitute teaching, coursework...
- Different incentives for different levels – need to be equal for undergraduate if we are going to extend clinical.

Group 5 (Christy, Cole, David, Drew)

- Need to re-conceptualize the role – no more “take-over”. Assignments and expectations need to be contextually meaningfully and collaboratively developed.
- Need a definition of terms: clinical approaches, clinically rich, residency program.
- This is an area where there is the potential for gains for all of the stakeholders.
- Minimum base for time and experiences – 20 days is extremely low. Consider minimum of one semester full-time.
- Optimum – full year clinically rich residency.
- Can we embed curriculum into student teaching?
- Depth of experience and practical skills and opportunities for growth more important and time.
- Assessment and evaluation.

6. Small group and whole group discussion of challenges and opportunities related to **candidate support** that the work group should address

Group 1 (Deidre, Deborah G., Jennifer, Leah, Stephen)

- Challenges of finding and assigning good cooperating teachers.
- Professional development time of shared student teaching videos – be on the same page of observation forms.
- Classes in the P-12 classrooms.
- Online training for cooperating teachers and incentives.
- Should a certain amount of the supervisor faculty be full-time? What about clinical faculty? Importance of knowing courses and knowing what is in the field.
- Could vouchers be transferable to children of teachers because they don't use them?
- What about Master Teacher status with pay raise?
- How do we vet cooperating teachers?

Group 2 (Deb S., Frank, Terry)

- Develop a teacher pipeline.
- Partner with districts.
- Separate mentor from cooperating teachers. Professional course on mentoring.
- Shared understanding between cooperating teacher and student teacher. Co-teaching with faculty.
- Selection of mentor teachers, cooperating teachers, and faculty supervisors.

Group 3 (Colleen, Margaret, Nichole, Scott)

- Discussion focused on qualifications and selection of cooperating teachers and placements.
- A group member shared expectations for grant project that requires residency Cooperating Teaching to either have National Board Certification or be willing to begin process for National Board Certification. ATLAS videos are used to build common language for mentor/mentee resident.
- Higher education should collaborate with hosts to development observational tools and provide training to hosts.
  - Suggest Saturday training for host teachers, college supervisors, and students.
  - Need to develop common language and understanding of expectations.

- Identifying mentor teachers should include a rigorous application process.
- Multiple incentives are needed to attract well qualified mentors.
  - Current grant administered by the group member includes \$4,500 paid to cooperating teachers per year.
  - Matches cooperating teacher and intern.
  - Consider library privileges.

Group 4 (Angela, April, Jeremiah, Karen)

- Qualifications for both clinical educators in P-12 and IHEs. Problems on both sides. Don't have set standards for mentor teachers. District sends names. Only qualification is you are tenured. Therefore, varied experiences.
- Can we have guidelines for expectations for mentor teacher? Be current in your field, active, in professional orgs...Not someone who does not want to teach.
- Have to take a course to be able to be a mentor. Higher education should also. We hire a lot of retired teachers, but don't have standards.

Group 5 (Christy, Cole, David, Drew)

- District responsibility – money, time, and resources. If we don't value putting teacher candidates in classrooms with highly qualified teachers, what are we doing?
- Pressure to form partnerships and alliances with specific institutions, school districts. Who are we forming them with? Who are you leaving out with these partnerships?
- In Rhode Island, IHE and school districts accredited together.
  - Require a variety of placements, clearly articulated.
  - Variety of school communities.
- Need for mediation in these experiences.
- Need to talk about the roles and responsibilities of candidates. Can this be addressed through regulations? We tend to be very over-protective of candidates.
- Faculty member role in clinical settings and role of mentor teachers – how is that supported, incentivized, and valued in "load"?

7. Discuss next steps

- Meeting dates will be sent to work group members.
- Work group members will select their first and second choice for a subcommittee.
- A tentative timeline was provided.