

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

<b>I. Clinical Partnerships</b>
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.
<b>II. Clinical Experiences</b>
<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</p>

<p>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> <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><b>III. Clinical Supervision</b></p>
<p>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.</p> <p>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.</p> <p>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>
<p><b>IV. Other Clinical Models</b></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>