



Clinical Practice Work Group Meeting Notes
August 3, 2017 (12:30-3:00)
New York State Education Department
89 Washington Avenue, Albany, NY (Room 5 A/B)

Members present in Albany: Deirdre Armitage, Christine Ashby, Scott Bischooping, Nichole Brown, David Cantaffa, Cole Chilla, Stephen Danna, Karen DeMoss, Terry Earley, Michele Ferraro, Jeremiah Franklin, Deborah Greenblatt, Amy Guiney, Leah Lembo, Dolores Lozupone, Colleen McDonald, Margaret McLane, Angela Pagano, Wendy Paterson, Jennifer Spring, Amy Way

Members present on WebEx: Tanisha Franks, David Gerwin, Donna Kart, Lesli Myers, Frank Pignatosi, Deborah Wortham

NYSED staff present: Laura Glass

1. Overview of the meeting
 - Co-Chair Scott Bischooping provided an overview of the agenda. He also reviewed the timeline showing that subcommittees would be presenting their first drafts of recommendations at the meeting on October 11.
2. Presentation on strengthening and funding clinical practice across the nation (Karen DeMoss)
 - Karen DeMoss gave a presentation on lessons from the Sustainable Funding Project (SFP) at Bank Street College based on the organization's work with educator preparation providers, districts, and states. SFP investigates the ways in which year-long residencies in teacher preparation programs can achieve sustainable funding in various contexts.
 - The presentation covered the following topics: creating and supporting a healthy teacher preparation ecosystem, what we know from other countries and sectors about teacher preparation, the policy discussion nationwide, SFP's vision, expected impacts of sustainable funding for quality preparation, sustainability challenges for districts and providers, solving financial barriers to quality clinical practice, building strong partnerships for preparation, clinical practice initiatives in five other states, qualities of cost-effective teacher preparation models, long-term funding opportunities, and some policy actions nationwide.
 - The presentation is available online at <http://www.nysed.gov/common/nysed/files/cpc-acrossthenationpresentation.pdf>.
 - After the presentation, Colleen and Steve described the residency experience at SUNY Plattsburgh at Queensbury where candidates in the Master of Science for Teachers program can participate in a two-year residency with a BOCES. The candidates are hired by the BOCES as a consultant and earn a \$22,000 stipend each year.
3. Subcommittees discuss their charge in breakout rooms
 - The subcommittee chairs led meetings in separate rooms to determine a plan for developing recommendations by October 11. The notes from the subcommittee meetings are provided below.

Candidate Support Subcommittee

(Amy – chair, Deidre, Frank, Jeremiah, Karen, Lesli, Margaret, Tanisha)

Members introduced themselves

Alternate chair - Frank

Norms

- Consider diversity of NYS with recommendation

- Productively disagree
- Not waste time agree/air time
- Create space/structure equity of voice
- Agenda/organized

Ideas

- CTS
- OBs forms
- Classes in P-12 classes
- Online classes
- Supervisor faculty
- Courses
- Pay raise
- CT selection
- Teacher pipeline
- Partner teachers
- Mentoring course
- Co- teaching with faculty
- Qualifications of teacher educators
- Grant focus
- National Board
- Observation tools
- Saturday training
- Common language
- Rigorous application for mentors/incentives
- Matches
- Library privileges
- IHE qualifications
- District sends names
- Guidelines
- Money, time resources by districts
- Partnerships
- IHE and district accreditation
- Roles and resp of candidates
- Faculty member role and mentor teachers

*Teacher Educators – recommendations

Continuum candidates and teacher educators

Tools and assessments

Partnerships*

Support from teacher education and school (at district)

Don't wonder on what is regulatory – think about the domain of the partnership – two big things (not qualifications) – could we build PD training protocol so two partners can engage, certain type of PD for mentors from supervision to coaching – explore how being a mentor is a step up and is a qualification/model

Would we weed out not appropriate mentors by having a more time out of work hours?

Zoom meeting and record

Google documents

Doodle 2hrs

4, 2-hour meetings between now Sept. 27

Regs and Best Practices, Aspirational to Regs – common ground that fits
Crossover conversations

Check-in with Laura on putting together resources in the folder

Context from Regents and pull out related context

Is this for Initial cert only? We think John is open around any suggestions.

Next Steps between now and August 11

- Send vision for candidate support
- Share resources for subcommittee – shared dropbox
- Other questions
- Doodle poll
- Anything else needed
- ESSA – plan to share
- Definitions, Terms
- Best practices and then requirements
- Understand what data we need to collect information

Experiences Prior to Student Teaching Subcommittee

(David C. – chair, David G., Deborah G., Deborah W., Leah, Michele, Nichole, Wendy)

Data – Survey sent out – Can we get a bit more data from the state? Such as: How many CTs do we need in any given year, including pre-student teaching experiences? Is there any support that the state gives to those people? Also, numbers are falling (program completers). Do we have any data from the pipeline (those enrolled versus those completing)? Reports are showing that the ethnic breakdown of those enrolled is more diverse than edTPA completers. Our subcommittee should think about this as we talk about pre-student teaching experiences.

Get a sense of scale for field experiences/student teaching time
Chairs will be meeting with each other

Get data from other states

Distribution of these schools in NYS–urban, rural, etc. Is everyone supervised? Some go “home” to do field experiences/student teaching
NY is a diverse state. Context matters.

Make regulations AND aspirations

Thinking about “phasing in” these regulations and possibility for adjustments

Data gathering and reporting mechanisms for adjustments (educational renewal)

Framing guidance

guidance

phase-in

data-gathering

no “one size fits all”

“eternal truths” could be established

Proposed “eternal truths” were that experiences should:

- developmental

- incremental,
- site-based (clinical),
- involve a partnership where both partners benefit

National Network for Educational Renewal – look at the research by John Goodlad and the NNER which talks about how good teacher education comes from the triad partnership among P-12, SoE, and colleges of arts and sciences.

Multiple words for the same things – need consistency across subgroups

CAEP – we haven't even made an agreement yet. Is AACTE going to make a different accreditation?

It's a group of former employees, not AACTE

Should we use CAEP language since we have to use it for accreditation?

Regulations vs. CAEP

Proposed charter school regulations for SUNY – Does not match what Karen presented and what SUNY believes.

Do this work while others go around it. This comes from shortage. We have to create guidelines for everyone who works in this state.

Efficacy survey that Deborah Worthman gives to her teachers throughout their first years

Self-efficacy is important for retention (can suggest that schools/districts can do this)

Suggestion: Field experience that can be done in one year prior to student teaching, which would be a year

The current regulations only stipulate 100 hours and 15 with students with disabilities

Some places are concerned that teacher candidates be in classrooms early to see if teaching is for them

Another “eternal truth” could be: Experiences should be embedded in classes

Traditional vs. non-traditional candidates make pre-student teaching experiences different, so this should be developmental and incremental

Co-teaching is very key – division between how the university defines the competencies and the schools

Some teacher candidates do international experiences for their fieldwork – for example

Arts and Sciences faculty conversation – engage them but not tell them what is to be done

Talking to district representatives in the group – The question was posed about what they see as needed for pre-student teaching fieldwork experiences

- disconnect between schools and TEPs (institutions, courses, expectations)
- Know the community
- Principal involvement
- How do we look as this PDS model/partnerships?
- Being a part of the school community and how it works
- The person who goes into the school is considered a staff member of the school

One model: The substitute teaching for two days a week – they go into classrooms if they are not subbing – since they are staff, they go to everything

Can be pushback to partnerships from TEP or P-12 partners?

SUNY Charter schools can de-incentivize these experiences

Deborah Wortham – from a district perspective – what would you want from experiences prior student teaching? Shared her experiences where merit pay for student teaching was used based on grades in education courses

Clinical model – want student teachers to have the mindset that they are an instructional leader – These are the mindsets you are to embrace. Not there to watch the master.

Next steps

Can we meet in groups and have upstate members Skype/Zoom/Google Hangout into the big group?

Set our next meeting and set a goal for what should happen between now and our next meeting.

Doodle Poll will go out for our first meeting at the end of August.

Between now and then:

- What about we come up with 10 “enduring truths” to guide field experiences and what resources it would take to make that happen. For example, we don’t want teacher candidates shouldn’t wander into any school. Do you need paid supervisors? How many hours might it take? What would it take to make it happen? What data would we get to know it is working?
- Create a list of various enactments of field experiences.
- Get experiences from student teachers. Look at literature from student teachers’ perspectives and maybe CAEP data.

Student Teaching Subcommittee

(Christy – chair, Angela, Cole, Colleen, Donna, Dolores, Jennifer, Stephen, Terry)

Purpose Setting:

Subcommittee was assigned student teaching, need to consider the regulations aligned to and behind this. Our subcommittee charge is to consider, explore and recommend what the regulation changes should look like and possibly recommend what the ideal would or should be. [Chair reads specific details from the State charge sheet for the Task Force].

Specific Goals:

- 1) Recommendations for best practice
- 2) Regulation language changes

Timeline:

- 1) Work through September
- 2) Have a draft or outline for the October meeting
- 3) Draft again and present for November
- 4) Recommendations have to be approved for the whole committee by December meeting

Project Considerations and Topics:

[Chair] What should we be looking at in the few months that we have to work together on this?

- 1) Define terms and come to agreement
 - What terms should be defined?
 - Step away from current language because it doesn't align to shifts we would like to see [two agreements] (examples: mentor teacher, contract language that adds complexity, definition for the candidate, residencies, clinical practice, student teaching, academic program of pedagogical learning or coursework)
- 2) Review a series of candidate outcomes, experiences or skills (quality)
 - Look at the classroom skills needed

- Look at the rating level at which each skill/outcome is required
 - Consider what is different for undergrad versus grad
 - Separately from the number of hours definite what experiences a candidate must master regardless of hours
- 3) Look at hours of requirement and timing
 - Discussion: move to 75 hours, move to a year, a year is not possible to change the reg for the state-too big a leap, consider the hours against the skills needed and put in language where hours may need to be extended, look at hours in charge of the class independently or within a co-teaching model
 - 4) Define what is aspirational vs what are requirements that could be adjusted
 - 5) Collect and share sample model programs
 - Make recommendations for program design (timing and location of classes, sequencing of that, modality)
 - Consider schools that have innovative practices and are exempt from certain regulations
 - 6) Consider who the cooperating teachers are and their expectations for student teachers and same for field supervisors (Q: does this fall in the candidate support work?)
 - 7) Consider the coursework requirements and places where they intersect or diverge

Approach:

- 1) Should we only go aspirational until September and then see what is reasonable?

Action Items from August 3rd meeting:

- 1) Look at recommendations from last meeting if you haven't already (Subcommittee)
- 2) Make contact list for Subcommittee (Chair)
- 3) Let chair know if you are unavailable for any upcoming meeting (Subcommittee)
- 4) Set up online community for the Subcommittee to meet (CM)
- 5) Share google drive account information with chair (Subcommittee)
- 6) Set up Google Drive information (chair)
- 7) Pick a date for a virtual meeting (Subcommittee)
- 8) Add something to each Google Drive (Subcommittee)
- 9) Doodle Poll for next meeting (Chair)

Resources to share:

- 1) AACTE preliminary report (AP)

4. Subcommittees debrief with the whole group about their discussions
 - Student Teaching Subcommittee summary
 - Raised the question of what is student teaching versus clinical practice prior to student teaching.
 - Need definitions of core terms and to consider issues around timing.
 - Look at qualifications of cooperating teachers.
 - Start with aspirational goals and then work on what will ask for in regulations.
 - The group will engage in data gathering now and will hold meetings through Zoom.
 - Experiences Prior to Student Teaching Subcommittee summary
 - Need to define terms.
 - Thinking aspirationally, but realistically.
 - Everyone will generate ten essential truths prior to student teaching.
 - Figure out what information is needed, including if focus groups should be held.

- The group will have an email exchange before their meeting at the end of August.
 - Candidate Support Subcommittee summary
 - Talked about aspirational ideas versus recommendations.
 - Want to create space for other groups when talking about partnerships.
 - Look at cooperating teacher role.
5. Discuss next steps
- The timeline was covered at the beginning of the meeting.